

STATE BOARD MEETING DATE March 24, 2014

SUBJECT: Presentation, discussion and consideration to approve the proposal for the formation of a Yuma County Joint Technological Education District.

SUBMITTED BY: Tom Tyree, Yuma County Superintendent

MANAGEMENT TEAM REVIEW: N/A

BACKGROUND INFORMATION:

There are currently 13 Joint Technological Education Districts (JTEDs) in Arizona. The attached documents propose a JTED for Yuma County, the only county in the state without a JTED.

ARS Title 15, Chapter 3, Article 6 governs JTEDs, and ARS §15-392 outlines the procedures for the formation of a JTED.

Districts interested in forming a JTED are required to conduct a feasibility study to determine the need to establish a JTED in the area and to initiate a plan for the establishment and operation of the JTED. The plan must include a proposed budget based on a reasonable estimate of student enrollment in the new JTED. The governing board of each school district participating in the JTED must approve the plan.

The results of the study and the plan, along with evidence of approval by the governing board of each participating school district, must be submitted to the State Board. Upon a determination by the State Board that the plan for the proposed JTED has met the legal requirements of ARS §15-392, a ballot question is posed to voters in the participating districts to join the proposed JTED and approve the associated tax rate.

BOARD ACTION REQUESTED: [] INFORMATION [X] ACTION/DESCRIBED BELOW:

Having determined that the proposed plan meets the legal requirements of ARS §15-392, the Board is asked to approve the proposal for the formation of a Yuma County Joint Technological Education District.

ATTACHMENTS: YES [X] NO []

**Joint Technical Education District (JTED) Formation:
A Plan for a JTED in Yuma County
Approved by the Yuma County JTED Steering Committee
January 14, 2014**

The Need for a Joint Technical Education District in Yuma County

Many school districts in Arizona have undertaken high school reform initiatives to prepare students for a productive life in the 21st century. The recently released study by the Morrison Institute for Public Policy, On the Rise: The role of Career and Technical Education in Arizona's Future and the earlier Harvard Graduate School of Education study, Pathways to Prosperity Project, demonstrates the need for technical education and the success in other countries of establishing more than one pathway to future success. The Arizona Department of Education's High School Renewal and Improvement Initiative, Partnership for 21st Century Skills, and other high school reform efforts emphasized the need for more technical-oriented programs. Evolving technologies have made new skills a requirement for success in everyday life. Successful businesses are seeking employees who can adapt to changing needs, be successful with multiple responsibilities, and routinely make effective decisions on their own. Today's students will spend their lives in a multi-tasking, technology-driven, diverse world and they must be equipped with the skills needed to do so. The formation of a Joint Technical Education District (JTED) in Yuma County is essential to meeting the educational needs of our students in a changing global economy.

Population

The 2000 census conducted by the U. S. Census Bureau estimated that the population of Yuma County was 160,026. According to the 2010 census, the population of Yuma County was estimated to be 195,751. As of 2013, the population of Yuma County was estimated to be in excess of 200,000. During the months of October through April, the population of Yuma County increases by approximately 90,000 people with the influx of winter visitors and persons associated with winter agriculture. (Source – Yuma County Workforce Investment Board Five Year Plan 2012-2017)

Economic Characteristics

The strong employment gains enjoyed by Yuma County between 2003 and 2007 (10,304 total jobs gained) were reversed by nearly 50% by job losses between 2007 and 2011 (4,637 total jobs lost). Yuma County currently hovers at an alarming 31.8% unemployment rate, the highest rate among counties in the country (June, 2013). Yuma County is not projected to return to the 2007 total employment level until approximately 2015 or 2016.

More than one-half (52.2%) of jobs in Yuma County are concentrated in the top three industries: Government; Agriculture; and Retail Trade. More than one third of jobs in Yuma County are concentrated in Farming, Office and Administrative Support, and Sales

and related occupations. These three occupations have more than double the concentration of employment than almost all of the other major occupational categories in Yuma County. Agricultural occupations in Yuma County are concentrated in significantly higher numbers relative to the state and country overall. Seasonal fluctuations within a single year are also a cause for concern. A fluctuation of nearly 20,000 jobs in 2011 - a number which clearly dwarfs a 400-job seasonal fluctuation in the average employment level compared to the previous year. *(Source – Yuma County Workforce Investment Board Five Year Plan 2012-2017)*

Legislative Foundation

In 1990, the Arizona State Legislature passed legislation allowing two or more districts to join together to form a joint technical education school district. This legislation became Arizona Revised Statute §13-392. This Statute made it easier and more financially feasible to provide state-of-the-art classes for students within participating districts. Because of ARS §13-392, career and technical education programs can be improved with little financial impact on taxpayers. The cost to taxpayers in member districts for this plan would be .05 cents per \$100 of secondary assessed valuation (or \$5 per \$100,000 Full Cash Value of a residence). In order to participate in a Joint Technical Education District, the voters must approve their district's participating in a JTED through a general election. The goal is to have this issue placed on the November 2014 ballot.

Proposal

Arizona Revised Statute §15-392, governing the formation of Joint Technical Education Districts requires interested districts to secure approval of the Arizona State Board of Education prior to calling for an election on a plan for such a district. This document serves as a formal request to the Arizona State Board of Education to grant permission to the Antelope Union High School District ("Antelope") and the Yuma Union High School District ("Yuma") to proceed with the process necessary to secure voter approval for the formation of a Yuma County Joint Technical Education District.

Arizona Western College will participate as an educational partner, and as mutually agreed to, providing instructional resources, sharing educational programs and facilities as agreements develop; however, as per statute, Arizona Western College does not qualify for governing board representation.

A. Feasibility Study

A feasibility study was prepared by the Steering Committee to assess the need for a JTED in Yuma County. Yuma County is the largest population area in Arizona not currently served by a JTED.

Primary research consisted of surveys of business professionals, students and parents/guardians. In addition, meetings were held with school officials, governing board members, representatives of business clusters identified by the Steering Committee, chambers of commerce and economic development organizations. A majority of the parents and students respondents to the surveys felt that the students were being well

prepared while a large majority of business respondents and many in the meetings described above concluded that students are not being adequately prepared to enter the work force.

Secondary research was conducted on the thirteen existing JTEDs in Arizona. Research was also conducted in the Yuma County and State of Arizona business sectors. Industries were examined in order to determine the overall saturation level and the areas of projected industry growth.

The feasibility study clearly demonstrated that there is an urgent need for a JTED in Yuma County.

B. Approval Questions for Participating District Governing Boards

Yuma JTED Governing Board Structure:

ARS §15-393.B “The governing boards of the school districts participating in the formation of the joint district may vote to implement any other alternative election system for the election of joint district board members. If an alternative election system is selected, it shall be submitted as part of the plan for the joint district pursuant to section ARS §15-392.”

The Plan calls for the governing boards of Antelope Union and Yuma Union to each initially appoint two (2) representatives from within their district boundaries and the Yuma County School Superintendent to initially appoint one (1) representative at-large from Yuma County to the Yuma County JTED governing board pursuant to ARS §15-392.D.

A joint technical education district after receiving voter approval as provided in subsection B of this section shall be governed by a joint board consisting of members elected pursuant to section 15-393, except that the initial composition of the joint board since there are less than five participating districts shall consist of two persons who are not currently a board member of any school district and who are appointed by the respective governing boards of Antelope Union and Yuma Union and one person at-large from Yuma County appointed by the Yuma County School Superintendent. These appointments may be preceded by filing a Letter of Interest, successfully participating in an interview process, and being recommended by the Yuma County School Superintendent. The terms of office of the joint board members shall become effective on January 1 following the election held pursuant to subsection B of this section. Upon the effective date of the term of office for joint board members, the joint board may begin necessary operations and activities related to making the district operational pursuant to subsection B of this section. The appointed members shall serve until January 1 following the next general election. At the general election held next following the formation of the joint district and thereafter, joint board members shall be elected as prescribed in section 15-393 and their respective initial terms shall be (a) within each district, the candidate with the most votes shall have a four-year term and the candidate

with the second most votes shall have a two-year term and (b) the at-large candidate with the most votes shall have a four-year term.

C. Governing Board Initial Actions

Policy Decisions

It would be the responsibility of the JTED Board to determine which classes will be offered through a central facility. Further, through agreement with local districts, the JTED Board will determine which of the present technical education courses offered by each participating district will be selected as JTED satellite programs. It is likely that the Yuma County JTED Governing Board will adopt the existing JTED Policy format offered by the Arizona School Boards Association.

Calendar

Each participating district establishes its own school calendar. It would be the responsibility of the JTED Board to review participating districts' calendars and approve the Yuma JTED calendar providing for maximum coordination among districts and JTED. Students will be expected to attend JTED classes offered at a central facility even when the home district may not be in session.

Coordination of participating districts' daily schedules

Each participating district establishes their daily schedule. It would be the responsibility of the JTED Board to coordinate class offerings to best coincide with participating districts' schedules. Consideration shall be given to traveling time, which existing courses at participating districts are available to students and the times they are offered.

Transportation

Students from participating districts will in the future, likely be attending one or more courses from both centralized and satellite facilities. Transportation agreements shall be forged to insure the benefit of all parties. These agreements will be incorporated in future Intergovernmental Agreements (IGAs) and/or Memoranda of Understanding (MOUs).

D. Formation of Partnerships

The feasibility study provides information regarding current needs and future trends regarding career opportunities. JTED will foster strong relationships between participating districts to maximize the level of learning thereby enhancing student success. Further, it is expected that partnerships will be developed with industries in the area, thus helping to meet the training needs of the students as well as providing a trained work force for businesses.

Collaboration with institutions of higher education will help to shape and strengthen the training programs, to better meet the needs of students. These collaborations will also help ensure an effective transition from high school vocational programs to advanced, post-high school career programs/educational opportunities.

Having strong partnerships will increase the quality and depth of the training programs available. The sharing of facilities, programs, instructors and students will encourage a close working relationship between all educational institutions.

E. Intergovernmental Agreements and Memorandums of Understanding

The Yuma County JTED Governing Board will be responsible for coordinating with participating governing boards and districts in order to assure that the needs of all students within the district are properly accommodated. Agreements will be established through IGAs and MOUs.

F. Site Considerations and Related Guidelines

Yuma County JTED can best be described initially as consisting of satellite programs. In the future a centralized campus may be established and likely will coordinate programs, as feasible, with eligible Arizona Western College (AWC) program offerings or local businesses. Satellite programs are those offered at participating high schools and available to students from all participating districts.

Consideration may be given to the following factors as initial programs are developed:

- Survey data
- Economic statistics
- Arizona Western College programs that comply with Arizona Department of Education Career and Technical Education Standards
- Satellite programs that have maintained high-quality and can be easily accessed geographically or electronically.

G. JTED Programs

The Arizona Department of Education has approved the following career clusters as part of Career and Technical Education:

- ✓ Agricultural, Food & Natural Resources Architecture & Construction
- ✓ Business Management & Administration
- ✓ Education & Training
- ✓ Finance
- ✓ Government & Public Administration
- ✓ Health Science
- ✓ Hospitality & Tourism
- ✓ Human Services
- ✓ Information Technology
- ✓ Law, Public Safety, Corrections & Security
- ✓ Manufacturing
- ✓ Marketing
- ✓ Science, technology, Engineering & Mathematics
- ✓ Transportation, Distribution & Logistics

Each of these general areas contains specific career-related programs. JTED programs will align with program areas and standards.

Central Campus

Upon selection and implementation, programs will be subject to on-going review in order to promote continuous improvement. Future programs may be developed at a central location, at AWC or at a business or other entity location, based upon need and capacity.

The Yuma County JTED Governing Board will select CTE programs that have been approved by the Arizona Department of Education. The JTED Board shall also work with Arizona Western College to determine which programs will be offered in the future in conjunction with the College.

Satellite Classes

Initial and future satellite programs will be offered at schools that have high-quality programs in place, possess the capacity for JTED students and are located within reasonable geographic proximity to participating schools. A representative sampling of programs currently offered at individual area high schools follows:

- Agriculture
- Automotive
- Building Maintenance
- Business
- Construction Trades
- Culinary Arts
- Education Professions
- Electronics
- Law Enforcement
- Nursing
- Welding.

H. Instructional Delivery Recommendations

Instructional Schedule Options

Seven high schools from two separate school districts are included in this plan. The goal at Yuma County JTED will be to have flexible scheduling to enable all participating school districts and as many students as possible to benefit from the JTED concept.

Distance Learning Potential

To maximize the participation and cooperation of the participating districts and students, evaluation will be conducted regarding the feasibility of instructional delivery options, including technology-based. Every effort will be made to develop and provide effective, efficient and cost-effective program delivery options.

Staffing Structure

The search for a superintendent will begin following the appointment and swearing in of the JTED Board. Following all legally mandated guidelines, the JTED Board will establish qualifications, salary, benefits, the mode of the search and preferred start date for the superintendent. Consideration may be given to the selection of an interim superintendent. Additional administrative and support staff will be hired based upon the recommendation of the superintendent and approval by the JTED Board.

All Yuma County JTED instructors will be certified under the Arizona Department of Education Career Technology Education guidelines.

I. Guidelines for Satellite Campuses and Related Requirements**Supplanting Issues**

JTED programs are seen as supplemental programs developed to enhance technical education opportunities for students. By definition, supplanting occurs when funding from one source is used to replace funding from another source. Local school districts and JTED officials will work closely together to ensure that local program funds are not supplanted.

See USFR Memorandum #219, Guidelines Regarding Supplanting Issues, Appendix B.

J. Priority Timeline for Planning and Implementation

Task	Proposed Due Date
Obtain Approval of Plan by District Governing Boards	02/28/14
Submit Plan to State Board of Education for approval	02/28/14
State Board approval	04/30/14
Apply to be placed on November Ballot	08/01/14
Successful Election!!!	11/04/14
Appointment of JTED Governing Board members by member district governing boards and County School Superintendent	01/31/15
Begin Recruitment of Superintendent	01/31/15
Development of Operating Policies for JTED Governing Board	03/31/15
Selection of Superintendent	04/01/15
Development of IGAs and MOUs with districts, Arizona Western College and other partners	06/30/15
Student Recruitment	Ongoing
Classes Begin!!!!	08/2015

K. Ballot Statements English/ Spanish

Shall the _____ Union High School District, No. _____, of Yuma County, Arizona, participate in a Joint Technical Education District (JTED) as authorized by state law (A.R.S. §15-391 - §15-396) The purpose of the JTED is to provide high school students in Yuma County with the opportunity to receive enhanced career and technical education. The property tax associated with joining the joint district is \$0.05 per \$100 secondary assessed valuation, resulting in a \$5.00 property tax increase per year for a single family home with a full cash value of \$100,000 (one hundred thousand dollars).

JOINT TECHNICAL EDUCATION DISTRICT, YES

JOINT TECHNICAL EDUCATION DISTRICT, NO

¿Debe participar el Distrito Escolar Unificado Núm. ____ de _____, en el Condado de Yuma, Arizona, en un Distrito Colaborativo de Educación Tecnológica (desde este punto en adelante referido con las letras “JTED”) de acuerdo con la autorización de la ley estatal (Estatutos Enmendados de Arizona §15-391 - §15-396) El objetivo del JTED es dar a los alumnos de la escuela preparatoria en el Condado de Yuma la oportunidad de recibir una educación vocacional y técnica realzada. Se ha calculado que el impuesto para las propiedades relacionadas con el Distrito Colaborativo será \$0.05 por cada \$100 de avalúo secundario, resultando en un aumento de impuesto propietario de \$5.00 al año para una residencia familiar con un valor efectivo de \$100,000 (cien mil dólares).

DISTRITO COLABORATIVO DE EDUCACIÓN TECNOLÓGICA, SÍ
DISTRITO COLABORATIVO DE EDUCACIÓN TECNOLÓGICA, NO

L. Election Notice

ELECTION NOTICE
_____ UNION HIGH SCHOOL DISTRICT NO.
SPECIAL SCHOOL ELECTION – TUESDAY, NOVEMBER 6, 2014

PROPOSITION

PUBLIC NOTICE is hereby given that _____ Union High School District No. _____, County of Yuma, State of Arizona, will hold a special school election on November 6, 2014. The purpose of the election is to determine whether the District will be allowed to participate in the formation of a Joint Technical Education District (JTED) along with one (1) other Yuma County school district. Voters must approve their District's participation in becoming part of the JTED and, if approved, the new JTED district will become operational on July 1, 2015.

The proposed JTED would allow Yuma County school districts to combine efforts and offer career and technical education programs. The following Yuma County school districts have placed the JTED question on the November 6, 2014 General Election ballot: Antelope Union High School District #50 and Yuma Union High School District #70.

For more information on the JTED, contact _____ Union High School District at (928) XXX-XXXX or the Yuma County School Superintendent's Office at (928) 373-1006. This notice has been provided pursuant to Arizona Revised Statutes § 15-403.

BALLOT QUESTION WILL BE LISTED AS PROPOSITION # _____

Shall the _____ Union High School District, No. _____, of Yuma County, Arizona, participate in a Joint Technical Education District (JTED) as authorized by state law (A.R.S. §15-391 - §15-396)? The purpose of the JTED is to provide high school students in Yuma County with the opportunity to receive enhanced career and technical education. The property tax associated with joining the joint district is \$0.05 per \$100 secondary assessed valuation, resulting in a \$5.00 property tax increase per year for a single family home with a full cash value of \$100,000 (one hundred thousand dollars).

THE POLLS WILL BE OPEN FROM: 6:00 A.M. UNTIL 7 P.M.

EARLY VOTING STARTS: October ???

LAST DAY TO REGISTER TO VOTE IS: October ?????

Polling Sites

Voting

Area Precinct

Precinct Name

Precinct Address Room

Location

Yuma County School Superintendent August _____, 2014

M. Budget

A preliminary budget required by ARS §15-393A for the first year of operations must be included with an application to form a JTED. The attached budget has been prepared with the assistance of the Yuma County Superintendent's Office. Under an intergovernmental agreement between JTED and home districts, reimbursement of costs for each satellite program will be determined. Initial funding will be based upon projected enrollment figures as required by ARS §15-393D3(a), which will be adjusted to actual enrollment prior to May 15 of the first academic year..

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Appendix A

ARS §15-391

3. "Joint technical education course" means a course that is offered by a joint technical education district as part of a joint technical education district program, that is approved by the career and technical education division of the department of education and that meets each of the following requirements:
- (a) Is taught by an instructor who is certified to teach career and technical education by the state board of education or by a postsecondary educational institution.
 - (b) Is part of a program that requires students to obtain a passing score on an examination that demonstrates a level of skill or competency for that program of study that is accepted by a vocation or an industry.
 - (c) Is part of an approved joint technical education district program.
4. "Joint technical education district" means a district that is formed pursuant to this article and that offers joint technical education courses.
5. "Joint technical education district program" means a sequence of courses that is offered by a joint technical education district and that meets all of the following requirements:
- (a) Is taught by an instructor who is certified to teach career and technical education by the state board of education or by a postsecondary educational institution.
 - (b) Requires an assessment that demonstrates a level of skill or competency in a vocation or industry or that leads to certification in and acceptance by that vocation or industry.
 - (c) Requires specialized equipment or instructional materials that exceed the scope and cost of a standard educational course.
 - (d) Requires work-based learning components, career and technical student organization participation and laboratory experience as determined by the career and technical education division of the department of education.
 - (e) Meets the standards of a career and technical education preparatory program as determined by the career and technical education division of the department of education.
 - (f) Had a defined pathway to career and postsecondary education.
 - (g) Is approved by the career and technical education division of the department of education based on the requirements prescribed in this paragraph within one hundred twenty days after the submission of all required documentation.
 - (h) Is certified by the joint technical education district governing board to have met all the requirements prescribed in this article.
 - (i) Is offered only to students in grades nine, ten, eleven and twelve.

Appendix B

USFR Memorandum #219, Guidelines regarding Supplanting

- Schools need to provide documentation of the expenditure of JTED funds.
- There should be a separate IGA fund set up in each participating district to account for funds received from the JTED. This should be in program 270 – Vocational and Technical Education. Any transportation income and expenditures should be tracked separately in a line in the 400 range.
- Definition: Supplanting occurs when funding from one source is used to replace funding from another source. Inflation in school district funds requires the school to increase the non-JTED monies to maintain the level of effort. Schools are to compare current year funding to the statutory base year to verify levels.

**Yuma Union High School District #70
Governing Board
Special Meeting**

The Governing Board of Yuma Union High School District #70 held a Special Meeting on January 22, 2014, in the YUHSD Governing Board Room, 3150 South Avenue A, Yuma, Arizona, with Mr. Phil Townsend presiding.

Members present: Mr. Phil Townsend, Board President; Ms. Teri Brooks; Mr. Bruce Gwynn; Mrs. Yira Hoffmann; Mrs. Linda Munk

Others present: Mrs. Toni Badone, Superintendent; Mr. James Sheldahl, Associate Superintendent; Mr. Andy Smith, Antelope Superintendent; Antelope Governing Board; members of the administrative, certified and classified staffs of Yuma Union High School District #70 and Antelope Union High School District #50; and other interested citizens

Mrs. Martha Jones and Mr. Phil Townsend called the special meeting to order at 6:00 p.m. followed by the Pledge of Allegiance and a moment of silence.

Call to Order

Mr. Joseph Melchionne, community member, addressed the Governing Boards. He stated he and his wife had always dreamed to see some kind of a JTED or technical school for Yuma County. It's a program needed for Yuma County and for the people of the State. He is in full support of the program.

Call to the Public

Mrs. Badone stated that the JTED Steering Committee had been in existence since 2010. The JTED Steering Committee included Colonel Robert Kuckuk, Andy Smith, Daniel Barajas, Elena McShane, Frank West, Joe Fisher, Jr., Ken Rosevear, Larry Lebsock, Marvin Marlatt, Mike Jorajuria, Phil Townsend, Robbie Woodhouse, Tanya Hodges, Teri Norris, Tom Tyree, and Toni Badone. Howard Moody has facilitated the work of the committee. The Committee's members represent business and industry, K-12 and higher education, and community leaders from Yuma County.

**Discussion and Possible
Action to Approve Yuma
JTED Plan**

Mr. Tom Tyree gave an overview of the history and the plan of Yuma JTED. He stated if the Yuma JTED Plan were approved, it would be submitted to the Arizona State Board of Education for consideration. If approved by the Arizona State Board of Education, and after each Governing Board calls for the election, the Yuma JTED Plan will be submitted to the voters of the two school districts on the general election ballot in November, 2014.

Mr. Tom Tyree and Mrs. Tanya Hodges shared the informational presentation about the Yuma JTED Plan, which is being shared with the community. Those present in the audience asked questions. Discussion was held following the questions.

It was recommended the Yuma Union High School Board approve the Yuma JTED Plan.

A motion to approve the Yuma JTED Plan was made by the Antelope Governing Board and seconded by a member of their board.

A motion to approve the Yuma JTED Plan was made by Mr. Gwynn and seconded by Ms. Brooks.

Mr. Tyree thanked both Governing Boards for their enthusiastic support of where the Districts are headed.

The motions passed unanimously by the Antelope Union High School District Governing Board and the Yuma Union High School District Governing Board.

A motion to adjourn the special meeting was made by Mr. Gwynn and seconded by Mrs. Brooks. The motion passed unanimously.

Adjournment

Respectfully submitted,

Board signature:

Mrs. Gina Olivas
Secretary to the Board

Mr. Phil Townsend
Board President

Antelope Union High School District #50
Governing Board

Minutes

Gila Ridge High School-Library
2014
7150 E. 24th Street
Yuma, Arizona 85365

January 22,
6:00 p.m.

Minutes of the Wednesday January 22, 2014 meeting of the Governing Board held in the Gila Ridge High School Library.

Phil Townsend called the meeting to order at 6:00p.m.

Board Members - All present

Board members absent- None

Administrators present- Dr. Andrew Smith

Phil Townsend (YUHSD) issued a call to the public

The Board then addressed the Agenda and Introduced the JTED Steering Committee.

Discussion and Possible Action to Approve Yuma JTED Plan

Tom Tyree and Tanya Hodges then demonstrated a slide show and discussed the importance of approving JTED.

Marvin Marlatt moved to motion to approve JTED

Scott Ferris seconded

Martha Jones called for a vote- all I (aye)

Motion carries, and will now go to State Board Of Education and on next Agenda in March.

With no further business to come before the Board, Danny Milner moved to adjourn; Chandra Mann seconded the motion. The meeting adjourned at 7:00p.m.



**BUDGET WORK SHEETS
FOR FISCAL YEAR 2014**

	WORK SHEET TITLE	PAGE
A.	Adjustment for Tuition Loss and Student Revenue Loss Phase-Down (Optional).	1
B.	Support Level Weights and PSD-12 Weighted Student Counts.	2
C.	Base Support Level and Base Revenue Control Limit	3
C2.	Weighted Student Count: AOI Students	4
D.	Transportation Support Level and Transportation Revenue Control Limit	5
E.	District Support Level and Revenue Control Limit	6
F.	Consolidation/Unification Assistance.	6
G.	District Additional Assistance High School Student Count (Type 03)	6
H.	District Additional Assistance	7
J.	Equalization Base and Assistance	8
K.	Small School Adjustment Phase Down Limit	9
K2.	Maximum Small School Adjustment Override	10
L.	Impact Aid Fund (ESEA, Title VIII)	11
M.	Maintenance and Operation Fund Budget Balance Carryforward	12
O.	Tuition Out for High School Students	13
S.	Equalization Assistance for an Accommodation School	14

C. WORK SHEET FOR FY 2014 BASE SUPPORT LEVEL (BSL) AND BASE REVENUE CONTROL LIMIT (BRCL)
(A.R.S. §15-808, as amended by Laws 2013, 1st S.S., Ch. 3, §13, §15-943 and 15-944.E)

WEIGHTED STUDENT COUNT

I. A. FY 2014 Non-AOI Student Count (from Work Sheet B, line C.5)

B. Student Count Add-ons

1. Hearing Impairment
2. K-3
3. K-3 Reading (1)
4. English Learners (ELL)
5. MD-R, A-R, and SID-R
6. MD-SC, A-SC, and SID-SC
7. Multiple Disabilities Severe Sensory Impairment
8. Orthopedic Impairment (Resource)
9. Orthopedic Impairment (Self Contained)
10. Preschool-Severe Delay
11. DD, ED, MIID, SLD, SLI, & OHI
12. Emotional Disability (Private)
13. Moderate Intellectual Disability
14. Visual Impairment
15. Total Add-on Count (I.B.1 through I.B.14)

II. FY 2014 Non-AOI Weighted Student Count

Non-AOI Student Count	x	Support Level Weight	=	Non-AOI Weighted Student Count
800.000		1.339		1,071.200
	x	4.771	=	0.000
	x	0.060	=	0.000
	x	0.040	=	0.000
	x	0.115	=	0.000
	x	6.024	=	0.000
	x	5.833	=	0.000
	x	7.947	=	0.000
	x	3.158	=	0.000
	x	6.773	=	0.000
	x	3.595	=	0.000
	x	0.003	=	0.000
	x	4.822	=	0.000
	x	4.421	=	0.000
	x	4.806	=	0.000
0.000				0.000
				1,071.200
				(I.A + I.B.15, this column)

III. FY 2014 AOI FT Weighted Student Count (from Work Sheet C2, line II)

IV. FY 2014 AOI PT Weighted Student Count (from Work Sheet C2, line IV)

AOI Weighted Student Count	x	Funding Ratio	=	Adjusted AOI Weighted Student Count
0.000	x	95%	=	0.000
0.000	x	85%	=	0.000

CALCULATION OF FY 2014 BSL AND BRCL

V. Total Weighted Student Count (line II + III + IV)

VI. A. Base Level Amount \$3,326.54 - To include Teacher Compensation, use Base Level of \$3,368.12
For Career Ladder and Optional Performance Incentive Program districts, add increase of _____ % approved by the district governing board (A.R.S. §15-918, 15-918.04, 15-919 and 15-919.04) (2)

B. Increase for 200 Days of Instruction (line VI.A x 5%) (A.R.S. §15-902.04)

C. Adjusted FY 2014 Base Level Amount (line VI.A + VI.B) (to Work Sheet K, line I.G and II.G)

VII. Result (line V x VI.C)

VIII. Teacher Experience Index (TEI) (If actual TEI is less than 1.0000 use 1.0000)

IX. Result (line VII x VIII)

X. Increase for Tuition Loss Adjustment (from all copies of Work Sheet A, line I.I)

XI. Increase for Student Revenue Loss Phase-Down (from Work Sheet A, line II)

XII. Increase for Career Ladder [A.R.S. §15-918.04(A)(5)] (2)

XIII. FY 2012 Nonfederal Audit Service Actual Expenditures (3) \$ _____ x 1.00 = \$ 0.00

XIV. Decreases for Charter School Federal and State Monies Received

XV. Decrease for Charter School Nonparticipation Adjustment

XVI. Other Reductions: (For FY 2014 this amount is zero, unless otherwise notified by ADE)

XVII. FY 2014 BSL and BRCL (sum lines IX through XIII minus lines XIV through XVI) (to Work Sheet E, line I)

Portion of line IX amount from total K-3 and total K-3 Reading weighted student counts: (1)

K-3	\$ 0.00
K-3 Reading	\$ 0.00

(1) Districts assigned a letter grade of C, D, or F, in accordance with A.R.S. §15-241, or that have more than 10% of their pupils in grade three reading far below the third grade level according to the reading portion of the AIMS test, will receive monies for this weight only after the district's K-3 Reading Program Plan is approved by the State Board of Education. A.R.S. §15-211

(2) In accordance with Laws 2011, Ch. 29, §32, the maximum base level increase for a career ladder and optional performance incentive programs is 2% for FY 2014 and 1% for FY 2015.

(3) A.R.S. §15-914.F allows districts to increase the BSL if financial and compliance audit costs will be incurred for the budget year. Districts may also include additional federal audit expenditures incurred as a result of ARRA-SFSF monies received. Enter the FY 2012 **nonfederal** and **ARRA-related** audit expenditures on line XIII.

Enter the FY 2012 **federal** (non-ARRA-SFSF) audit expenditures from all funds to the right (should agree to FY 2012 AFR).

\$ _____

Enter the **total** FY 2012 audit expenditures from all funds to the right.

\$ _____

Do not include costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of district's CAFR to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO) in the amounts reported on Line XIII or in this footnote.

**E. WORK SHEET FOR FY 2014 DISTRICT SUPPORT LEVEL (DSL) AND
REVENUE CONTROL LIMIT (RCL) (A.R.S. §§15-947 and 15-951)**

CALCULATION OF THE DSL

I. FY 2014 Base Support Level/Base Revenue Control Limit (from Work Sheet C, line XVII)	\$ 3,563,389.65
II. Tuition Out for High School Students (from Work Sheet O, line 13) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03).]	\$ 0.00
III. FY 2014 Transportation Support Level (from Work Sheet D, line V)	\$ 0.00
IV. FY 2014 District Support Level (sum of lines I through III)	\$ 3,563,389.65

CALCULATION OF THE RCL

V. FY 2014 Base Support Level/Base Revenue Control Limit (from line I above)	\$ 3,563,389.65
VI. Tuition Out for High School Students (from Work Sheet O, line 13) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03).]	\$ 0.00
VII. FY 2014 Transportation Revenue Control Limit (from Work Sheet D, line VIII.D)	\$ 0.00
VIII. FY 2014 Revenue Control Limit (sum of lines V through VII) [to Budget, page 7, line 1(a)]	\$ 3,563,389.65

**F. WORK SHEET FOR FY 2014 CONSOLIDATION/UNIFICATION ASSISTANCE
(A.R.S. §§15-912 and 15-912.01)**

I. Consolidation/Unification Increase for Transitional Costs incurred in first year	
II. FY 2014 District Support Level (line I + Work Sheet E, line IV)	\$ 0.00
III. FY 2014 Revenue Control Limit (line I + Work Sheet E, line VIII) [to Budget, page 7, line 1(a)]	\$ 0.00

**G. WORK SHEET FOR FY 2014 DISTRICT ADDITIONAL ASSISTANCE HIGH SCHOOL STUDENT COUNT FOR
COMMON SCHOOL DISTRICTS NOT WITHIN A HIGH SCHOOL DISTRICT (TYPE 03)
(A.R.S. §15-951.C as amended by Laws 2013, 1st S.S., Ch. 3, §26)**

I. High School Student Count Tuitioned Out (from Work Sheet O, line 6)	0.000
II. High School Student Count Transported by District of Residence to District of Attendance	
III. 50% of High School Student Count Transported by District of Residence to District of Attendance (Line II x .5) (to Work Sheet H, line V.A column 9-12)	0.000

H. WORK SHEET FOR FY 2014 DISTRICT ADDITIONAL ASSISTANCE (DAA)

(A.R.S. §§15-185, 15-951.C, 15-961, 15-962.01, and 15-963.B, as amended by Laws 2013, 1st, S.S., Ch. 3, §§3, 26, 27, 29, 30, and 52-54)

TABLE TO CALCULATE DAA PER STUDENT COUNT

	K-8	9-12
I. FY 2014 Actual Student Count: .001 - 99.999		
DAA per Student Count	\$ 544.58	\$ 601.24
II. FY 2014 Actual Student Count: 100.000 - 499.999		
A. Student Count Constant	500.000	500.000
B. Actual Student Count (from Work Sheet B, line A.4)	- 0.000	- 0.000
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0003	x 0.0004
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.278	+ 1.398
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 389.25	x \$ 405.59
I. DAA per Student Count	= \$ 0.00	= \$ 0.00
III. FY 2014 Actual Student Count: 500.000 - 599.999		
A. Student Count Constant	600.000	600.000
B. Actual Student Count (from Work Sheet B, line A.4)	- 0.000	- 0.000
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0012	x 0.0013
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.158	+ 1.268
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 389.25	x \$ 405.59
I. DAA per Student Count	= \$ 0.00	= \$ 0.00
IV. FY 2014 Actual Student Count: 600.000 or More & JTED		
DAA per Student Count	\$ 450.76	\$ 492.94

CALCULATIONS FOR DAA

	PSD	K-8	9-12
V. District Additional Assistance Base			
A. FY 2014 Student Count (from Work Sheet B, line C.1 and A.4 and Work Sheet G, line III for type 03 districts)	0.000	0.000	800.000
B. DAA per Student Count (from Table above)	x \$ 450.76	x \$ 0.00	x \$ 492.94
C. DAA Base (line V.A x line V.B)	= \$ 0.00	= \$ 0.00	= \$ 394,352.00
VI. District Additional Assistance Growth Factor			
A. FY 2014 Student Count (from Work Sheet B, line C.1 and A.4 and Work Sheet G, line II for type 03 districts)		800.000	
B. FY 2013 Student Count		÷	
C. FY 2014 DAA Growth Factor (VI.A ÷ VI.B)		= 0.0000	
VII. Adjusted District Additional Assistance			
A. DAA Base (from line V.C)	\$ 0.00	\$ 0.00	\$ 394,352.00
B. Adjusted Growth Factor (if line VI.C is < or = 1.05, use 1.0, if > 1.05, use 1 plus 50% of the increase)	x 0.0000	x 0.0000	x 1.0000
C. FY 2014 DAA (VII.A x VII.B)	= \$ 0.00	= \$ 0.00	= \$ 394,352.00
D. DAA for High School Textbooks			
1. FY 2014 Actual 9-12 Student Count (from Work Sheet B, line A.4)			800.000
2. Support Level Amount for Textbooks			x \$ 69.68
3. DAA for Textbooks (VII.D.1 x VII.D.2)			= \$ 55,744.00
E. 9-12 DAA (including charter additional assistance and capital transportation adjustment from lines G and H below)			
1. FY 2014 9-12 DAA [9-12(VII.C)+VII.D.3+9-12(VII.G.5)+9-12(VII.H)] (to Budget, page 7, line 2.a)			= \$ 450,096.00
2. 9-12 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$ 225,048.00
3. Adjusted FY 2014 9-12 DAA (VII.E.1-VII.E.2) (to Work Sheet J, line III.A.1 or III.B.5)			= \$ 225,048.00
F. PSD and K-8 DAA (including charter additional assistance)			
1. FY 2014 PSD and K-8 DAA [PSD(VII.C)+K-8(VII.C)+K-8(VII.G.5)+K-8(VII.H)] (to Budget, page 7, line 2.a)			= \$ 0.00
2. PSD and K-8 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$
3. Adjusted FY 2014 PSD and K-8 DAA (VII.F.1-VII.F.2) (to Work Sheet J, line III.A.1 or III.B.5)			= \$ 0.00
G. Charter Additional Assistance (CAA)		K-8	9-12
1. FY 2014 Charter School Student Count (from Work Sheet B, line A.5)		0.00	0.00
2. CAA per Student	x \$	1,684.19	\$ 1,962.90
3. FY 2014 CAA (line VII.G.1 x line VII.G.2)	= \$	0.00	\$ 0.00
4. Adjustment to CAA, if applicable	- \$		\$
5. Adjusted FY 2014 CAA (line VII.G.3 - VII.G.4)	= \$	0.00	\$ 0.00
H. Capital Transportation Adjustment A.R.S. §15-963.B	\$		\$

DISTRICT NAME Yuma County JTED (Proposed) COUNTY Yuma CTD NUMBER 0

J. WORK SHEET FOR EQUALIZATION BASE AND ASSISTANCE (A.R.S. §15-971.A and .B, as amended by Laws 2013, 1st S.S., Ch. 3, §32)

NOTE: Common School Districts NOT within a High School District (Type 03) should only complete Sections I and III.B.

	PSD-8	9-12
I. A. Total FY 2014 PSD and K-8 Weighted State Aid Student Count		
1. PSD (from Work Sheet B, line C.1)	0.000	
2. K-8 (from Work Sheet B, line C.4.a, Total Non-AOI and AOI Counts)	0.000	
B. Total FY 2014 PSD-8 and 9-12 Weighted State Aid Student Count (Total Non-AOI and AOI Counts)	0.000 (I.A.1 + I.A.2)	1,071.200 (from Work Sheet B, line C.4.b)
C. Total FY 2014 Weighted State Aid Student Count (line I.B PSD-8 column + 9-12 column)		1,071.200
D. PSD-8 and 9-12 Factors (line I.B ÷ line I.C)	0.0000	1.0000
II. A. Lesser of District Support level (DSL) or Revenue Control Limit (RCL) (from Work Sheet E, line IV or VIII, or Work Sheet F, line II or III) (to Work Sheet S, line I.A)		\$ 3,563,389.65
B. DSL/RCL PSD-8 and 9-12 Allocation (line I.D x line II.A)	\$ 0.00	\$ 3,563,389.65
III. A. For ALL Districts Except Common School Districts NOT Within a High School District (Type 03)		
1. Adjusted FY 2014 District Additional Assistance (from Work Sheet H)	\$ 0.00 (from Work Sheet H, line VII.F.3)	\$ 225,048.00 (from Work Sheet H, line VII.E.3)
2. Line not used	\$ 0.00	\$ 0.00
3. Total FY 2014 Equalization Base (II.B + III.A.1 + III.A.2)	\$ 0.00	\$ 3,788,437.65
4. 2013 Primary Assessed Valuation ÷ 100	\$	\$ 11,355,409.35
5. 2013 Salt River Project (SRP) Valuation ÷ 100	\$	\$
6. 2013 Government Property Lease Excise Tax Assessed Valuation ÷ 100	\$	\$
7. TOTAL Valuation (III.A.4 + III.A.5 + III.A.6)	\$ 0.00	\$ 11,355,409.35
8. Qualifying Tax Rate	x \$	x \$ 0.0500
9. Qualifying Levy (III.A.7 x III.A.8)	\$ 0.00	\$ 567,770.47
10. FY 2014 Equalization Assistance Before Adjustments (III.A.3 - III.A.9)	\$ 0.00	\$ 3,220,667.18
11. FY 2014 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XVII) (Laws 1992, Ch. 158, §2) Unified districts use PSD-8 column only. (For FY 2014 this amount is zero, unless otherwise notified by ADE.)	- \$ 0	- \$ 0
12. Total FY 2014 Equalization Assistance (III.A.10 - III.A.11)	\$ 0.00	\$ 3,220,667.18
B. For Common School Districts NOT Within a High School District (Type 03)		
1. Lesser of District Support Level (DSL) or Revenue Control Limit (RCL) (from Work Sheet E, line IV or VIII, or Work Sheet F, line II or III)	\$ 0.00	
2. Tuition Out for High School Students (from Work Sheet E, line II or VI)	- \$ 0.00	
3. Adjusted DSL/RCL (III.B.1 - III.B.2)	\$ 0.00	
4. DSL/RCL PSD-8 and 9-12 Allocation	\$ 0.00 (line III.B.3 x I.D)	\$ 0.00 [(line III.B.3 x I.D) ÷ III.B.2]
5. Adjusted FY 2014 District Additional Assistance (from Work Sheet H)	\$ 0.00 (from Work Sheet H, line VII.F.3)	\$ 0.00 (from Work Sheet H, line VII.E.3)
6. Line not used	\$ 0.00	\$ 0.00
7. FY 2014 Equalization Base (III.B.4 + III.B.5 + III.B.6)	\$ 0.00	\$ 0.00
8. 2013 Primary Assessed Valuation ÷ 100	\$	\$
9. 2013 Salt River Project (SRP) Valuation ÷ 100	\$	\$
10. 2013 Government Property Lease Excise Tax Assessed Valuation ÷ 100	\$	\$
11. TOTAL Valuation (III.B.8 + III.B.9 + III.B.10)	\$ 0.00	\$ 0.00
12. Qualifying Tax Rate	x \$	x \$
13. Qualifying Levy (III.B.11 x III.B.12)	\$ 0.00	\$ 0.00
14. FY 2014 Equalization Assistance Before Adjustments (III.B.7 - III.B.13)	\$ 0.00	\$ 0.00
15. FY 2014 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XVII) (Laws 1992, Ch. 158, §2) (For FY 2014 this amount is zero, unless otherwise notified by ADE.)	- \$ 0	- 0
16. Total FY 2014 Equalization Assistance (III.B.14 - III.B.15)	\$ 0.00	\$ 0.00

Laws 2013, 1st S.S., Ch. 3, §46, requires a joint technical education district (JTED) with a student count of more than 2,000 students to be funded at 91% of the state aid that would otherwise be provided by law and to reduce its budget limits accordingly. Therefore, the JTED's actual total equalization assistance may be less than the amount calculated on this Work Sheet. Estimated reduction to state aid \$ 0.00
This estimated reduction amount must be used to reduce the GBL on page 7, line 9 and/or the UCBL on page 8, line A.10.

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease
	Current FY	Budget FY						Current FY 2013	Budget FY 2014	
1000 Regular Education	1. 0.00							0	0	0.0% 1.
2000 Classroom Instruction										
2100 Support Services	2. 0.00							0	0	0.0% 2.
2200 Students	3. 0.00							0	0	0.0% 3.
2200 Instructional Staff	4. 0.00							0	0	0.0% 4.
2300 General Administration	5. 0.00							0	0	0.0% 5.
2400 School Administration	6. 0.00							0	0	0.0% 6.
2500 Central Services	7. 0.00							0	0	0.0% 7.
2600 Operation & Maintenance of Plant	8. 0.00							0	0	0.0% 8.
2900 Other	9. 0.00							0	0	0.0% 9.
3000 Operation of Noninstructional Services	10. 0.00							0	0	0.0% 10.
610 School-Sponsored Curricular Activities	11. 0.00							0	0	0.0% 11.
620 School-Sponsored Athletics	12. 0.00							0	0	0.0% 12.
630, 700, 800, 900 Other Programs	13. 0.00	0.00	0	0	0	0	0	0	0	0.0% 13.
Regular Education Subsection Subtotal (lines 1-12)										
200 Special Education	14. 0.00				2,939,828			0	2,939,828	0.0% 14.
1000 Classroom Instruction										
2000 Support Services	15. 0.00							0	0	0.0% 15.
2100 Students	16. 0.00				2,500			0	2,500	0.0% 16.
2200 Instructional Staff	17. 0.00		105,000	43,738	32,000		2,000	0	182,738	0.0% 17.
2300 General Administration	18. 0.00		60,000	19,662				0	79,662	0.0% 18.
2400 School Administration	19. 0.00		90,000	19,662	30,000			0	139,662	0.0% 19.
2500 Central Services	20. 0.00				19,000			0	19,000	0.0% 20.
2600 Operation & Maintenance of Plant	21. 0.00							0	0	0.0% 21.
2900 Other	22. 0.00							0	0	0.0% 22.
3000 Operation of Noninstructional Services	23. 0.00	0.00	255,000	83,062	3,023,328	0	2,000	0	3,363,390	0.0% 23.
Subtotal (lines 14-22)	24. 0.00							0	0	0.0% 24.
400 Pupil Transportation										
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	25. 0.00	0.00	0	0	0	0	0	0	0	0.0% 25.
520 Special K-3 Program Override (from Supplement, page 1, line 10)	26. 0.00	0.00	0	0	0	0	0	0	0	0.0% 26.
530 Dropout Prevention Programs (from Supplement, page 1, line 10)	27. 0.00							0	0	0.0% 27.
540 Joint Career and Technical Education and Vocational Education Center (from Supplement, page 1, line 20)	28. 0.00	0.00	0	0	0	0	0	0	0	0.0% 28.
550 K-3 Reading Program	29. 0.00							0	0	0.0% 29.
Total Expenditures (lines 13, and 23-29) (Cannot exceed page 7, line 10)	30. 0.00	0.00	255,000	83,062	3,023,328	0	2,000	0	3,363,390	0.0% 30.

FUNDS 610 AND 625

UNRESTRICTED CAPITAL OUTLAY (UCO) AND SOFT CAPITAL ALLOCATION (SCA) FUNDS

Expenditures	Remals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (UCO-type excluding 6900)	All Other Object Codes (SCA-type excluding 6900)	Totals		% Increase/ Decrease
								Current FY 2013	Budget FY 2014	
Unrestricted Capital Outlay Override (1)	1.							0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)										
1000 Instruction	2.		25,000					0	25,000	-2.
2000 Support Services	3.							0	325,048	-3.
2100, 2200 Students and Instructional Staff	4.		325,048					0	75,000	-4.
2300, 2400, 2500, 2900 Administration	5.		75,000					0	0	0.0%
2600 Operation & Maintenance of Plant	6.							0	0	0.0%
2700 Student Transportation	7.							0	0	0.0%
3000 Operation of Noninstructional Services (5)	8.							0	0	0.0%
4000 Facilities Acquisition and Construction	9.							0	0	0.0%
5000 Debt Service	10.		425,048	0	0	0	0	0	425,048	-10.
Total Unrestricted Capital Outlay Fund (lines 2-9)										
Soft Capital Allocation Fund 625										
1000 Instruction	11.							0	0	0.0%
2000 Support Services	12.							0	0	0.0%
2100, 2200 Students and Instructional Staff	13.							0	0	0.0%
2300, 2400, 2500, 2900 Administration	14.							0	0	0.0%
2600 Operation & Maintenance of Plant	15.							0	0	0.0%
2700 Student Transportation	16.							0	0	0.0%
3000 Operation of Noninstructional Services (5)	17.							0	0	0.0%
4000 Facilities Acquisition and Construction	18.							0	0	0.0%
5000 Debt Service	19.		0	0	0	0	0	0	0	0.0%
Total Soft Capital Allocation Fund (lines 11-18)										

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(2) Detail by object code:

	Unrestricted Capital Outlay	Soft Capital Allocation
6641 Library Books		0
6642 Textbooks		0
6643 Instructional Aids		0
6731 Furniture and Equipment	100,000	0
6734 Vehicles		0
6737 Tech Hardware & Software	325,048	0

(3) Includes principal on Capital Equity Fund loans of _____, principal on capital leases of _____, and principal on bonds of _____.

(4) Includes interest on Capital Equity Fund loans of _____, interest on capital leases of _____, and interest on bonds of _____.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) and Soft Capital Allocation (SCA) Funds for Food Service

Enter the amount budgeted in UCO and SCA for Food Service [Amounts will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(e)]

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

		A Maintenance and Operation	B Unreserved Capital Outlay
1. (a) FY 2014 Revenue Control Limit (RCL) (from Work Sheet E, line VII, or Work Sheet F, line III)	\$ 3,563,390		
* (b) Plus Adjustment for Growth (1)			
* (c) Increase or Decrease in (1) District High School Tuition Payments (A.R.S. §15-905 J) (1)			
(d) Adjusted RCL	\$ 3,563,390	\$ 3,563,390	\$ 200,000
2. (a) FY 2014 District Additional Assistance (DAA) (from Work Sheet H, lines VII E.1 and VII F.1)	\$ 450,096		
* (b) DAA Reduction for State Budget Adjustments (from Work Sheet H, lines VII E.2 and VII F.2)	225,048		
(c) Adjusted DAA	\$ 225,048		225,048
3. FY 2014 Override Authorization (A.R.S. §§15-481 and 15-482)			
* (a) Maintenance and Operation			
* (b) Unreserved Capital Outlay			
* (c) Special Program			
* 4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (If phase-down applies, see Work Sheets K and K2)			
* 5. Tuition Revenue (A.R.S. §§15-923 and 15-924)			
Local			
(a) Individuals and Other Private Sources			
(b) Other Arizona Districts			
(c) Out-of-State Districts and Other Governments			
State			
(d) Certificates of Educational Convenience (A.R.S. §§15-925, 15-925.01, and 15-925.02)			
* 6. State Assistance (A.R.S. §15-976) and Special Ed. Vendor Payments Received (A.R.S. §15-1204)			
* 7. Increase Authorized by County School Superintendent for Accommodation Schools (not to exceed Work Sheet S, line II B.3) (A.R.S. §15-974 B)			
8. Budget Increase for:			
(a) Desegregation Expenditures (A.R.S. §15-910 G-K)			
* (b) Tuition Out Debt Service (from Work Sheet O, line 7) (A.R.S. §15-910 L)		0	
* (c) Budget Balance Carryforward (from Work Sheet M, line 12) (A.R.S. §15-943.01)		0	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2006, Ch. 398, §2)			
* (e) Assistance for Education (A.R.S. §15-973.01) (1)			
(f) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2012 (A.R.S. §15-970 M)			
* (g) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-970.01)			
* (h) FY 2013 Career Ladder Unexpended Budget Carryforward (from Work Sheet M, line 6 D) (A.R.S. §15-978.04 C)		0	
* (i) FY 2013 Optional Performance Incentive Program Unexpended Budget Carryforward (from Work Sheet M, line 6 G) (A.R.S. §15-979.04)		0	
* (j) FY 2013 Performance Pay Unexpended Budget Carryforward (from Work Sheet M, line 6 H) (A.R.S. §15-920)		0	
(k) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (l) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
* 9. Adjustment to the General Budget Limit (A.R.S. §§15-972, 15-905 M, 15-970.02, and 15- 915) (Do not use this line as a subtotal) (2)		0	
10. FY 2014 General Budget Limit (column A, lines 1 through 9) (A.R.S. §15-905 F) (page 1, line 30 cannot exceed this amount)	\$ 3,563,390		
11. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 8) (A.R.S. §15-905 F) (no page 8, line A.11)			\$ 425,048

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

(1) For budget adoption, this line should be left blank.

(2) This line can be used to adjust the FY 2014 GBL for any of the following: (1) reductions for (a) exceeding the prior year's GBL, (b) exceeding the prior year's M&O section of the budget, or (2) reductions or increases due to (a) transfers w/ from the EWS Fund, (b) SCA Transfer or (c) other adjustments as notified by ADE.

**UNRESTRICTED CAPITAL BUDGET LIMIT, SOFT CAPITAL ALLOCATION LIMIT, AND CLASSROOM SITE FUND
BUDGET LIMIT (A.R.S. §15-947.D and .E and A.R.S. §15-978)**

CALCULATION OF UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2013 Unrestricted Capital Budget Limit (UCBL) (from FY 2013 latest revised Budget, page 8, line A.12)	\$ <u>0</u>
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ <u> </u>
3. Adjusted Amount Available for FY 2013 Capital Expenditures (line A.1 + A.2)	\$ <u>0</u>
4. Amount Budgeted in Fund 610 in FY 2013 (from FY 2013 latest revised Budget, page 4, line 10)	\$ <u>0</u>
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ <u>0</u>
6. FY 2013 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u> </u>
7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses. <u> </u>	\$ <u>0</u>
8. Interest Earned in Fund 610 in FY 2013	\$ <u> </u>
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$ <u> </u>
10. Adjustment to UCBL for FY 2014 (A.R.S. §15-905.M) (1)	\$ <u>0</u>
11. Amount to be Used for Capital Expenditures (from page 7, line 11)	\$ <u>425,048</u>
12. FY 2014 Unrestricted Capital Budget Limit (lines A.7 through A.11) (2)	\$ <u><u>425,048</u></u>

CALCULATION OF SOFT CAPITAL ALLOCATION LIMIT

B. 1. FY 2013 Soft Capital Allocation Limit (SCAL) (from FY 2013 latest revised Budget, page 8, line B.12)	\$ <u>0</u>
2. Total SCAL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ <u> </u>
3. Adjusted FY 2013 SCAL (line B.1 + B.2)	\$ <u>0</u>
4. Amount Budgeted in Fund 625 in FY 2013 (from FY 2013 latest revised Budget, page 4, line 19)	\$ <u>0</u>
5. Lesser of line B.3 or the sum of line B.4 and any positive adjustment on line B.2	\$ <u>0</u>
6. FY 2013 Fund 625 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u> </u>
7. Unexpended Budget Balance in Fund 625 (line B.5 minus B.6) If negative, use zero in calculation, but show negative amount here in parentheses. <u> </u>	\$ <u>0</u>
8. Interest Earned in Fund 625 in FY 2013	\$ <u> </u>
9. Line not used	\$ <u>0</u>
10. Line not used	\$ <u>0</u>
11. Adjustment to SCAL for FY 2014 (A.R.S. §15-905.M) (3)	\$ <u>0</u>
12. FY 2014 Soft Capital Allocation Limit (Add lines B.7 through B.11) (4)	\$ <u><u>0</u></u>

CALCULATION OF CLASSROOM SITE FUND BUDGET LIMIT

C. 1. FY 2013 Classroom Site Fund Budget Limit (from FY 2013 latest revised Budget, page 8, line C.7)	\$ <u>0</u>
2. FY 2013 Classroom Site Fund Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u>0</u>
3. Unexpended Budget Balance in Classroom Site Fund (line C.1 minus C.2)	\$ <u>0</u>
4. Interest Earned in the Classroom Site Fund in FY 2013	\$ <u>0</u>
5. FY 2014 Classroom Site Fund Allocation (provided by ADE, based on \$310) (5)	\$ <u>0</u>
6. Adjustments to FY 2014 Classroom Site Fund Budget Limit	\$ <u>0</u>
7. FY 2014 Classroom Site Fund Budget Limit (Sum of lines C.3 through C.6) (6)	\$ <u><u>0</u></u>

(1) This line can be used to adjust the FY 2014 UCBL for any of the following: (1) reductions for (a) exceeding the prior year(s) UCBL or (b) exceeding the prior year(s) UCO section of the Budget, or (2) increases due to greater than anticipated growth from FY 2013, or SCA Transfer, or (3) reductions or increases due to other adjustments as notified by ADE.

(2) The amount budgeted on page 4, line 10 cannot exceed this amount.

(3) This line can be used to record the SCA Transfer of capacity to the M&O and/or UCO Funds and reductions or increases due to other adjustments as notified by ADE.

(4) The amount budgeted on page 4, line 19 cannot exceed this amount.

(5) In accordance with A.R.S. §15-977(G)(1), the per pupil amount is calculated based on estimated available resources in the Classroom Site Fund for the budget year and adjusted for prior year revenue carryforwards or shortfalls. However, actual payments to districts may differ from the estimated per pupil Classroom Site Fund allocation.

Use the table below to calculate the amounts for Page 8, section C. These calculations need not be printed as an official part of the budget forms.

	Fund 011	Fund 012	Fund 013	Payments to Charter Schools	Total Fund 010
1. FY 2013 Classroom Site Fund Budget Limit (from FY 2013 latest revised Budget, page 8, line 7 of the table)	0	0	0	0	0
2. FY 2013 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)					0
3. Unexpended Budget Balance (line 1 minus 2)	0	0	0	0	0
4. Interest Earned in FY 2013					0
5. FY 2014 Classroom Site Fund Allocation (provided by ADE, based on \$310) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	0	0	0		
6. Adjustments to FY 2014 Classroom Site Fund Budget Limit *					0
7. FY 2014 Classroom Site Fund Budget Limit (Sum of lines 3 through 6) **	0	0	0	0	0

* This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

** The amounts budgeted on page 3, lines 13, 26, 39, and footnote (1) should not exceed the amounts on this line.

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET

CTD NUMBER 0
VERSION Proposed

I certify that the Budget of _____ Yuma JTED (Proposed) District, _____ Yuma County for fiscal year 2014 was officially proposed by the Governing Board on _____, 2013, and that the complete Proposed Expenditure Budget may be reviewed by contacting _____ at the District Office, telephone _____ during normal business hours.

President of the Governing Board

1. Student Count		2. Tax Rates:	
	FY 2013 Current Yr. 2012 ADM	FY 2014 Budget Yr. 2013 ADM	Current FY Estimated Budget FY
Resident	0.0000	800.000	0.0000
Attending	0.0000	0.0000	0.0500
			* Secondary rate applies only for voter-approved overrides and bonded indebtedness per A.R.S. §15-101(22) and Joint Technical Education Districts per A.R.S. §15-393(F).

3. The Maintenance and Operation, Classroom Site, and Unrestricted Capital Outlay budgets cannot exceed their respective budget limits.			
Maintenance & Operation	3,363,390	GBL	3,363,390
Classroom Site	0	CSFBL	0
Unrestricted Capital Outlay	425,048	UCBL	425,048

	SALARIES AND BENEFITS		OTHER		TOTAL		% Inc./Decr. from Current FY
	Current FY	Budget FY	Current FY	Budget FY	Current FY	Budget FY	
100 Regular Education	0	0	0	0	0	0	0.0%
1000 Classroom Instruction							
2000 Support Services	0	0	0	0	0	0	0.0%
2100 Students	0	0	0	0	0	0	0.0%
2200 Instructional Staff	0	0	0	0	0	0	0.0%
2300, 2400, 2500 Administration	0	0	0	0	0	0	0.0%
2600 Oper./Maint. of Plant	0	0	0	0	0	0	0.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
610 School-Sponsored Curricul. Activities	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	0	0	0	0	0	0	0.0%
630, 700, 800, 900 Other Programs	0	0	0	0	0	0	0.0%
Regular Education Subsection Subtotal	0	0	0	0	0	0	0.0%
200 Special Education							
1000 Classroom Instruction	0	0	0	2,939,828	0	2,939,828	--
2000 Support Services	0	0	0	0	0	0	0.0%
2100 Students	0	0	0	2,500	0	2,500	--
2200 Instructional Staff	0	0	0	64,000	0	402,062	--
2300, 2400, 2500 Administration	0	0	0	19,000	0	19,000	--
2600 Oper./Maint. of Plant	0	0	0	0	0	0	0.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	0	0	0	3,025,328	0	3,363,390	--
400 Pupil Transportation	0	0	0	0	0	0	0.0%
510 Desegregation	0	0	0	0	0	0	0.0%
520 Special K-3 Program Override	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	0	0	0	0	0	0	0.0%
TOTAL EXPENDITURES	0	338,062	0	3,025,328	0	3,363,390	--

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET (Cont'd)

CTD NUMBER 0
VERSION Proposed

Fund	TOTAL EXPENDITURES BY FUND			
	Budgeted Expenditures		\$ Increase/ (Decrease) from Current FY	% Increase/ (Decrease) from Current FY
	Current FY	Budget FY		
Maintenance & Operation	0	3,363,390	3,363,390	--
Instructional Improvement	0	0	0	0.00%
Structured English Immersion	0	0	0	0.00%
Compensatory Instruction	0	0	0	0.00%
Classroom Site	0	0	0	0.00%
Federal Projects	0	0	0	0.00%
State Projects	0	0	0	0.00%
Unrestricted Capital Outlay	0	425,048	425,048	--
Soft Capital Allocation	0	0	0	0.00%
Building Renewal	0	0	0	0.00%
New School Facilities	0	0	0	0.00%
Adjacent Ways	0	0	0	0.00%
Debt Service	0	0	0	0.00%
School Plant Funds	0	0	0	0.00%
Auxiliary Operations	0	0	0	0.00%
Bond Building	0	0	0	0.00%
Food Service	0	0	0	0.00%
Other	0	0	0	0.00%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE			
Program (A.R.S. §§15-761 and 15-903)	Current FY	Budget FY	
Autism	0	0	0
Emotional Disability	0	0	0
Hearing Impairment	0	0	0
Other Health Impairments	0	0	0
Specific Learning Disability	0	0	0
Mild, Moderate or Severe Intellectual Disability	0	0	0
Multiple Disabilities	0	0	0
Multiple Disabilities with S.S.I.	0	0	0
Orthopedic Impairment	0	0	0
Developmental Delay	0	0	0
Preschool Severe Delay	0	0	0
Speech/Language Impairment	0	0	0
Traumatic Brain Injury	0	0	0
Visual Impairment	0	0	0
Subtotal	0	0	0
Gifted Education	0	0	0
Remedial Education	0	0	0
ELL Incremental Costs	0	0	0
ELL Compensatory Instruction	0	0	0
Vocational and Technological Education	0	3,363,390	0
Career Education	0	0	0
TOTAL	0	3,363,390	

PROPOSED STAFFING SUMMARY			
Staff Type	FTE	Staff-Pupil Ratio	
Certified --			
Superintendent, Principals, Other Administrators	2	1 to	400.0
Teachers		1 to	
Other		1 to	
Subtotal	2	1 to	400.0
Classified --			
Managers, Supervisors, Directors	1	1 to	800.0
Teachers Aides		1 to	
Other	1	1 to	800.0
Subtotal	2	1 to	800.0
TOTAL	4	1 to	200.0
Special Education --			
Teacher		1 to	
Staff		1 to	

***A PROPOSED YUMA COUNTY
JOINT TECHNICAL EDUCATION DISTRICT
FEASIBILITY STUDY***

***Prepared By:
Yuma County Joint Technical Education District
Steering Committee***

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Executive Summary

Description

The following report is a needs assessment for a Joint Technical Education District (JTED) in Yuma County. A JTED is a district formed in cooperation by two or more school districts and is specifically established to fund Career and Technical Education Programs for high school students. In order to join a JTED, the district electorate must vote in favor. The question of forming a JTED in Yuma County may be presented on the November 2014 ballot if sufficient need is demonstrated. Included in the report is the analysis of the three surveys that were conducted, as well as secondary research on existing JTEDs and the future business outlook for Yuma County.

Primary Research

Primary research data was collected using three surveys and during meetings with representatives of business clusters, chambers of commerce and economic development organizations. The surveys were administered by the Yuma County JTED Steering Committee, using paper surveys and online surveys. The surveys were targeted for three specific groups: business professionals, students and parents/guardians.

Meetings were conducted by Steering Committee members with participants from the business clusters represented on the Steering Committee. Letters of support from each of the committee members, the chamber and other community organizations are included as Appendix E.

Secondary Research: Existing JTEDs

Research was conducted on the thirteen existing JTEDs within the state of Arizona. The first JTED, East Valley Institute of Technology in Mesa, was organized in 1990. The two most recent JTEDs, Mountain Institute JTED and Western Arizona Vocational Education are in their fifth year of operations. As of the 100th day for the 2012-2013 school year, Average Daily Membership, excluding 9th grade students for the thirteen JTEDs was 19,531, up from 18,120 in 2010. (In 2011 the last year reported by ADE, 9th grade students totaled 7,191 which are no longer funded.) Instruction is provided at central campuses, at community colleges and at satellite campuses.

Secondary Research: Yuma County Business Outlook

Secondary research was also conducted in the Yuma County and state of Arizona business sectors. Industries were examined in order to determine the overall saturation level. A significant finding is the employment field with the greatest area of projected growth is allied health industries. This includes all types of medical and dental careers---nurses, technicians, assistants, hygienists, radiologic technologists, pharmacists, pharmacy technicians, EMTs and records personnel.

Another notable trend is that in the next nine years, the fastest growth in population groupings will be in the 65 and older age range, an age range during which most workers retire. This is an increase of 73.2 %. At the same time, persons in the age range of 40 to

65 will decrease. With the aging workforce, it is easy to see that the need for skilled workers will be outpaced by the availability of personnel. There will be far more retirees in Yuma County than workforce age persons. This increases the potential for employment.

Business and Community Survey Analysis

Nearly 61% of business officials surveyed strongly disagreed or disagreed that the Yuma County region offers adequate training programs that provide a skilled workforce which meets the current and future needs of business and industry. In addition, 88% of business officials disagreed that the average high school graduate currently possesses the workplace and/or technical skills to enter their field. Business professionals are in favor (72%) of a two year technical program for high school students. In addition, 64% would most likely vote “yes” in November and 24% would maybe vote yes to support a JTED program in Yuma County.

Student Survey Analysis

Two important trends were observed through analysis of the student survey results: most students believed they were being prepared to enter the workforce while at the same time 45% of students are interested in the opportunity to take JTED courses. In addition, nearly 38% of respondents were currently enrolled in or had previously taken CTE courses.

Parent/Guardian Survey Analysis

The parent survey drew 710 respondents, many of whom had more than one child in school. Similar to the student population, parents were asked their opinions about the level of preparedness. 78% of parents tended to agree that their students were being adequately prepared for the workplace, while only 11% believe that their student is not adequately prepared by his or her current school. Furthermore, a clear majority of parent respondents (80%) designated themselves as registered Yuma County voters. 88% of these registered voters voted in the 2012 elections.

Introduction

Career and Technical Education is more important today than ever before. In Arizona, Joint Technical Education Districts began forming in 1990. Since that time, thirteen JTEDs have been created throughout the state. However, Yuma County has yet to establish such a district. The following report is a needs assessment for a Joint Technical Education District (JTED) in Yuma County. A JTED will help fund Career and Technical Education Programs for high school students. In order to join a JTED, the district electorate must vote in favor. The question of forming a JTED in Yuma County may be presented on the November 2014 ballot if sufficient need and interest is demonstrated.

Included in the report is:

- primary research conducted to determine needs
- analysis of the three surveys that were conducted
- secondary research on existing JTEDs
- the future business outlook
- recommendations and next steps for Yuma County

Primary Research: Surveys

Three different surveys were constructed to target the groups that a JTED in Yuma County would affect: business/community members, students and parents/guardians. Teachers were considered as a target group, but it was concluded that teachers' responses would not directly contribute to understanding the need for a JTED.

A variety of questions were asked of respondents, and a brief summary of the surveys are explained here. Please see Appendix A for the full text of each survey. Among other things, the business survey asked: Based on need and probability of hiring a trained high school graduate, which industries should be the focus of JTED courses? The students' survey was constructed with the purpose of attaining information that could be analyzed to ascertain the level of interest in certain job fields and generally how well prepared the students felt to enter a career once they graduated. The parent survey was designed to determine which courses parents felt would benefit students' long-term career goals, and if the parents would favor paying an extra tax to support a JTED.

Each of the participating school districts was responsible for distribution and collection of the surveys. Students were encouraged by teachers and administrators to take the survey. Parents were informed through school newsletters and messages from students. The parent survey was translated into Spanish and was made available in paper copy so that the final results of the needs analysis would reflect all categories of respondents. 107 Spanish language surveys were received.

The surveys provided essential information regarding the need for a JTED in Yuma County from the perspective of the business community, students and parents. 61% of business persons surveyed and 11% of both students and parents agreed that Yuma County high school students are not being adequately prepared to enter the workforce.

The results from each survey are explained in more detail in the following report.

Secondary Research: Existing JTEDS

In 1990, the Arizona Legislature enacted laws allowing the State's public school districts to form Joint Technical Education Districts for the purposes of improving vocational education offerings and serving students more cost-efficiently. Since that time, thirteen JTEDs have been formed throughout Arizona. Secondary research was conducted in order to determine the current enrollment trends and the types of instructional delivery. Information on enrollment was based on the 100th day Average Daily Membership (ADM) for the school year FY2013 included on the Arizona Department of Education's web site.

Statewide enrollment (ADM) was 19,384 in the 2012-2013 school year, down significantly from FY 2009-2010 because legislation eliminated funding for 9th grade students in 2010-2011.

Central AZ Valley Institute of Technology

- Central campus and 5 satellite campuses

Cobre Valley Institute of Technology

- Central campus at community college and 5 satellite campuses

Cochise Technology District

- Currently 10 satellite campuses

Coconino Association for Vocations, Industry, and Technology

- Currently 5 satellite campuses; plans to open a central campus in FY 2015

East Valley Institute of Technology

- Primarily central campus, but programs are offered at 9 satellite campuses

Gila Institute of Technology

- Central campus plus 7 satellite campuses

Mountain Institute JTED

- Both central campuses, including programs conducted at Yavapai College and 7 satellite campuses

Northern Arizona Vocational Institute of Technology

- No central campus, but central programs are conducted in community college locations and 11 satellite campuses.

Northeast Arizona Technical Institute of Vocational Education

- Central campus at Northland Pioneer College and 8 satellite campuses.

Pima County JTED

- Multiple central campuses and 35 satellite campuses

Valley Academy of Career and Technology Education

- One central campus at Verde Valley Medical Center and 3 satellite campuses

Western Arizona Vocational District

- No central campus, but central programs are conducted in community college locations and 4 satellite campuses.

Western Maricopa Education Center

- Multiple central campuses and 9 satellite campuses

Secondary Research: Yuma County Business Outlook

Research was also conducted in the Yuma County and State of Arizona business sectors. Industries were examined in order to determine the overall saturation level and the areas of projected industry growth. The following resources were used in the study:

- Yuma County Workforce Investment Board Five Year Business Plan 2012-2017
- Economic Modeling Specialist International (EMSI), Quarterly Census of Employment and Wages (QCEW) 4th 2013 Quarter Class of Worker
- EMSI 3rd quarter 2013, QCEW – Arizona Age Groups
- Data derived from Arizona Department of Commerce, Research Administration

The most notable findings were:

- The employment field with the highest area of projected growth with an additional 1,630 jobs by 2022 is Office and Administrative Support Occupations including Supervisors, Financial and Information and Record Clerks.
- The second highest area of growth with an estimated increase of 981 jobs by 2022 is Sales and Related Occupations.
- The employment field with the third greatest area of projected growth is Healthcare Practitioners and Technical and Support Occupations combined, with an estimated growth of 823 jobs by 2022. This includes all types of medical and dental occupations -- nurses, technicians, assistants, hygienists, radiologic technologists, pharmacists and records personnel.

- The fourth greatest area of growth is Education, Training and Library Occupations with an estimated growth of 581 jobs.
- Surprisingly, Farming, Fishing and Forestry Occupations showed the largest decline in projected jobs in 2022 with 902 fewer jobs. By far the largest decline was in the category of Agricultural Workers with a total decrease of 884 jobs.
- Another noteworthy category was Construction and Extraction Occupations with a decrease of 2 jobs projected for all categories that included a decrease of 64 jobs in the category Construction Trades Workers.

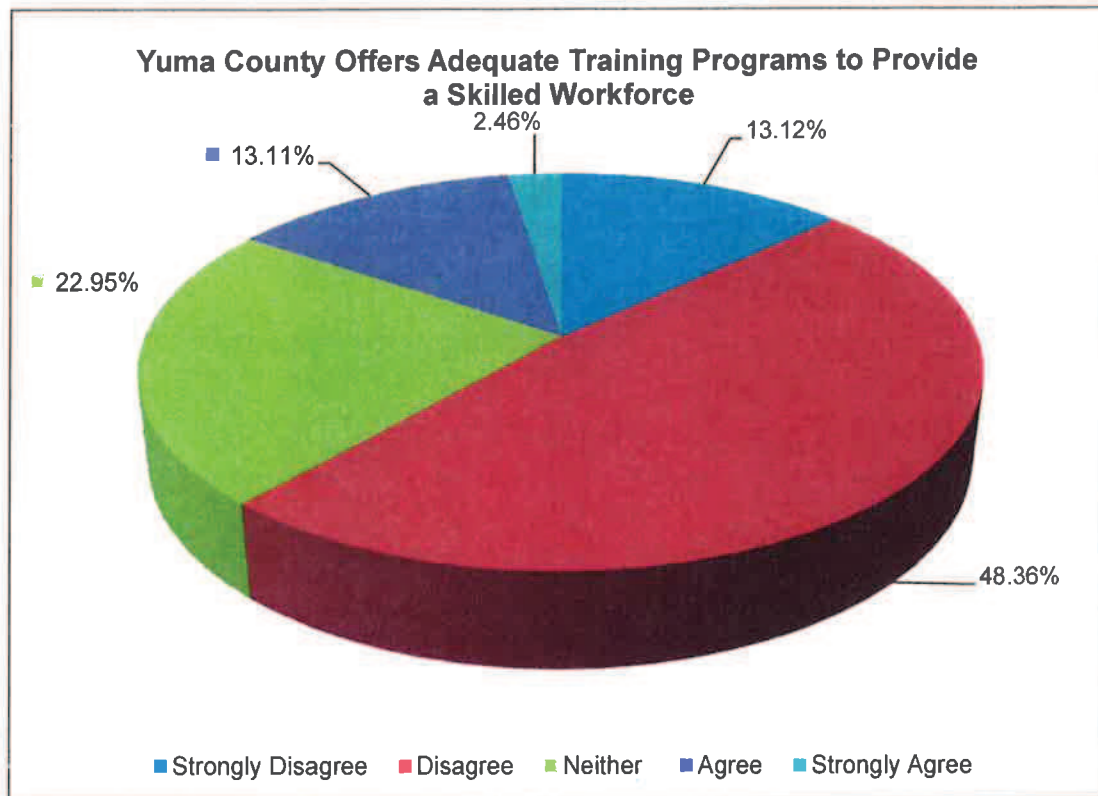
Finally, another notable trend is that in the next nine years, the fastest growth in population groupings will be in the 65 and older age range, a time span when most workers have retired. This this range is 73.2% of the total increase in population. During the same period, residents in the age range of 40 to 64 years will decrease by 7,991. With the aging workforce, it is easy to see that the need for skilled workers will be outpaced by the availability of personnel. There will be far more retirees in Yuma County than workforce age persons. This increases the potential for employment for younger persons.

Business and Community Survey Analysis

The business and community survey was designed to ascertain the opinions and projected personnel needs of those who will later hire today's students. The survey results demonstrated an acute need for a JTED. 64% of the 123 business people who completed a survey would vote "yes" for creation of a JTED and 24% would "maybe" vote in favor. 65% of business managers who responded to the survey also indicated a willingness to support JTED programs through provision of on-the-job training learning environments.

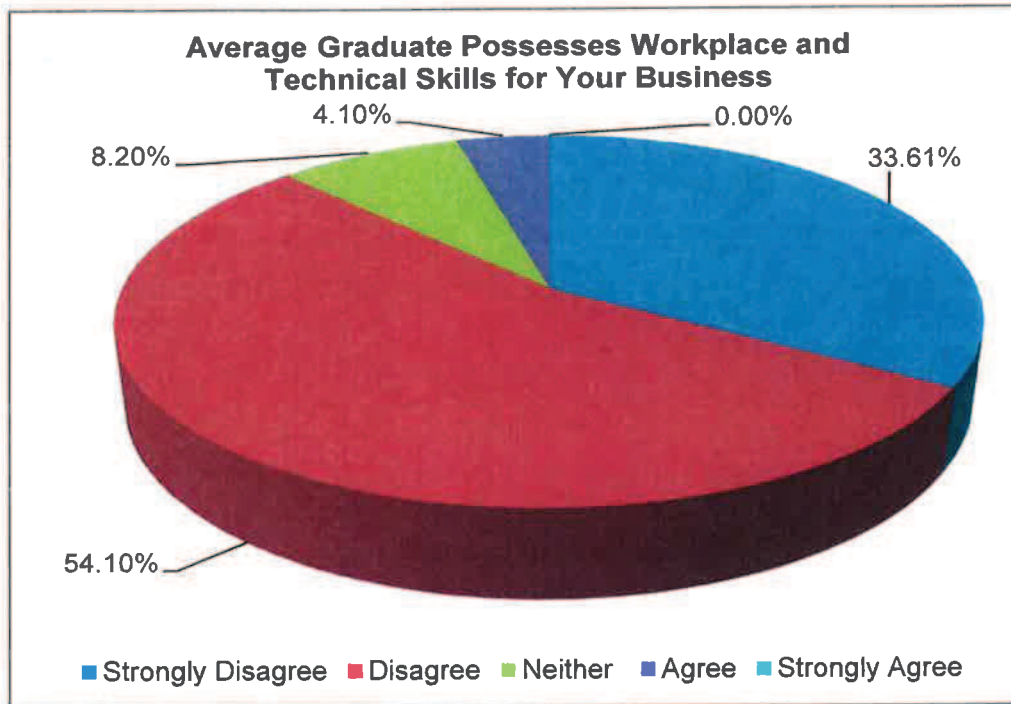
The clear consensus among business people in Yuma County is that students in the area need better access to training programs to succeed in the changing workplace. Of the 123 business people who completed surveys, 61% of them believe that this region does not provide adequate training programs for their areas of business.

The chart on the following page shows the survey responses to the following question – *"To what level do you agree with the following statement? The Yuma County area currently offers adequate training programs to provide a skilled workforce that meets the needs of business and industry?"*



A lack of training translates into a lack of marketable skills. Because many students will enter the workforce after leaving high school, it is important they learn the essential skills that will lead to successful employment. Local businesses obviously agree: over 87% of respondents felt that today's high school students possess little or no technical skills. It is also likely that more JTED students will continue their education at a community college or other institution.

The chart on the following page shows the survey responses to the question – *“To what level do you agree with the following statement? The average high school graduate currently possesses the work place and/or technical skills to enter your field?”*



Among several positive statements received, one respondent commented that, “All of the programs in this survey fit market niches in the Yuma area.” This sentiment was echoed by the 72% of respondents who believed that a two-year program for student training would be beneficial to the students and the business community.

The courses offered by such a program would be diverse and applicable to post-high school careers. Business survey respondents were asked to mark all of the courses they believed that Yuma County students should be offered.

Career Cluster	Need
Manufacturing	92%
Automotive technologies	92%
Architecture and Construction	91%
Agriculture, Food, etc	89%
Business management/administration	87%
Information technology	86%
Science, technology, engineering	87%
Hospitality and tourism	82%
Finance	81%
Marketing, sales and service	80%
Transportation and logistics	78%
Health science, including nursing	77%
Education and training	73%
Arts, audio/video communications	71%
Law, public safety, corrections	69%
Government and public administration	58%
Human services including counseling	58%

Furthermore, many respondents were both eager and willing to collaborate with a JTED to ensure that future workers receive the best training possible. In fact, 65% are willing to work with administrators and teachers to plan CTE programs that train high school students and to help train students at their facility.

Of the business people surveyed, 98% were registered voters in Yuma County and 98% of those registered respondents voted in 2012. Most importantly, 64% would “most likely” vote “yes” in November to support a JTED program in Yuma County and 24% would “maybe” vote in favor while only 11% would vote “no”.

RECOMMENDATIONS:

The partnership between businesses and a JTED should commence as soon as possible. In addition to planning curriculum, businesses will be able to provide students with internships and apprenticeships then eventually hire students upon successful program completion. Most importantly at this stage of JTED development, the businesses will be able to market the benefits of a JTED to urge voters to pass the initiative in November 2014.

Student Survey Analysis

The student survey was designed to determine students’ opinion of their preparedness to enter the workforce and their interest in a JTED program. Even if the JTED was created, it would not be successful without students’ interest and attendance. The surveys were administered to high school students. High school students who are graduating before a JTED could be implemented were surveyed in order to find out if they would have found this program beneficial to their educational experience. The high school students who would be the first to experience a JTED at their school were surveyed to act as a marketing plan to be continued in the near future.

The information gained from the student survey is essential in order to give inside knowledge of future student participation in the potential JTED. Two important trends were observed through analysis of the student survey results: most students believed they were being prepared to enter the workforce while at the same time 48% of students are interested in the opportunity to take JTED courses. In addition, nearly 38% of respondents were currently enrolled in or had previously taken CTE courses. The complete results, which are based on 2,446 total student surveys received, are summarized in the following table:

Total	
PREPARED	
Strongly disagree	3%
Disagree	8%
Neither	30%
Agree	32%
Strongly agree	27%

INTERESTED IN CTE	
Strongly disagree	8%
Disagree	14%
Neither	33%
Agree	26%
Strongly agree	19%

While 59% of students feel that their high school career prepared them very well to enter the workforce, these responses may be influenced by the students' lack of work experience and knowledge of workforce requirements. A more appropriate measure of student preparedness is from the business perspective, because this group knows the qualifications of their field and will be responsible for hiring students in the future.

The most important aspect of the student survey is to focus on the level of interest as student participation will ultimately drive the success of a JTED. From the overall student survey, 45% of students have indicated that they are interested in CTE. Based on trends from other JTEDs, this amount should increase as students become more knowledgeable of JTED programs. The significance of student interest is a strong indicator of the direct need for a JTED in Yuma County.

Student Survey Analysis by District

After the survey responses were analyzed as a whole, they were then disaggregated by district. Only the two most pertinent questions were analyzed. These included "To what level do you agree with the following statements?"

"My educational experience is preparing me for a future job/career?"

and

"I am interested in attending Career and Technical Education classes?"

The answers to these questions are labeled "PREPARED" and "INTERESTED"

Antelope Union High School District

Total Students 116					
GENDER:		GRADE:		PREPARED:	
Male	53%	9th	22	Strongly disagree	5%
Female	47%	10th	51	Disagree	5%
		11th	34	Neither	20%
		12th	9	Agree	45%
				Strongly Agree	25%
				INTERESTED:	
				Strongly disagree	1%
				Disagree	12%
				Neither	27%
				Agree	51%
				Strongly Agree	9%

The Antelope Union District had 116 students complete surveys. 70% believe they were being adequately prepared. At the same time, only 13% indicated they were not interested in taking CTE classes.

Yuma Union High School District

Total Students 2,333

GENDER:		GRADE:		PREPARED:		INTERESTED:	
Male	49%	7 th	2	Strongly disagree	3%	Strongly disagree	9%
Female	51%	8 th	7	Disagree	8%	Disagree	14%
		9 th	836	Neither	31%	Neither	33%
		10 th	568	Agree	31%	Agree	25%
		11 th	563	Strongly Agree	27%	Strongly Agree	19%
		12 th	357				

The Yuma Union District had 2,333 respondents. 58% of respondents agreed that they were being adequately prepared. Similar to Antelope Union, Yuma Union had a very small percentage of students (23%) who were not interested in taking CTE courses.

CONCLUSION AND RECOMMENDATIONS

The marketing plan that will be implemented in the next phase of this initiative should seek to better inform students about the benefits of a JTED. With more information and publicity, students will likely become increasingly interested.

Parent/Guardian Survey Analysis

The primary reason for surveying the parents and guardians about a potential JTED for their students was to determine their support and willingness to support the JTED on the ballot and at home. As legal guardians, this demographic would have a direct influence on what their student does in school. Students will be more interested in taking JTED courses if the role models in their life are encouraging them to do so.

The parent survey drew 735 respondents, many of whom had more than one child in school. Similar to the student population, parents were asked their opinions about the level of preparedness. 67% of parents tended to agree that their students were being adequately prepared for the workplace, while only 11% believe that their student is not adequately prepared by his or her current classes. The total results can be seen in the table below:

PREPARED	
Strongly disagree	3%
Disagree	8%
Neither	22%
Agree	25%
Strongly Agree	42%

Furthermore, a clear majority of parent respondents (80%) designated themselves as registered Yuma County voters. However, only 88% of these registered voters voted in the 2012 elections. (Note – the surveys were sent only to parents/guardians; no attempt was made to survey all voters.)

Although this response is somewhat encouraging, it also leads to two challenges:

- The first is to make sure that this group of positive survey respondents goes to the polls in November.
- The second challenge may be even greater: to greatly expand the number of parents and other registered voters in favor of a JTED. That will require a comprehensive campaign to educate the voters on the benefits of a JTED, not only to their children, but to the total community.

Parent/Guardian Survey Analysis by District

The total parent/guardian survey responses were also broken down by district. The one most relevant survey question is analyzed in the following pages. This question was:

“To what level do you agree with the following statement? My child’s/children’s educational experience is preparing them for a future job/career?” The answer to this question ranged from “strongly disagree” to “strongly agree”.

Antelope Union High School District

Of the 25 responses, 96% of parents who responded felt that their students were being prepared for a future job/career.

PREPARED	
Strongly disagree	0%
Disagree	0%
Neither	4%
Agree	52%
Strongly Agree	44%

27% of respondents stated they would “most likely” vote “yes” for a JTED, 69% selected “possibly” and only 4% selected “not at all likely”.

Yuma Union High School District

Of the 710 parent respondents in the Yuma Union District, 67% of them felt that their students were being prepared for a future job/career.

PREPARED	
Strongly disagree	3%
Disagree	8%
Neither	22%
Agree	24%
Strongly Agree	43%

39% of respondents say that they “most likely” support a JTED by voting in favor in 2014, 42% would “possibly” vote in favor while the remaining 19% would “not at all likely” vote in favor.

SUMMARY:

Many of the parent respondents are registered voters who would vote in favor of a JTED. Please see Appendix D for the number of registered voters.

CONCLUSION and RECOMMENDATIONS:

The parent population of Yuma County believes their students are prepared to enter the workforce. Nevertheless, they are likely to vote in favor of the JTED initiative. Parents should be given more information about the benefits that a Joint Technical Education District could bring to their own children and the community in general. This can be achieved through an effective marketing plan and significant publicity. When parents understand the true value of a JTED, they will be more likely to vote “yes” on the ballot and to consider enrolling their child.

Appendix A: Business, Parent/Guardian and Student Surveys

Yuma County Joint Technical Education District Needs Analysis

Business and Community Survey

Purpose of the Survey:

We value your opinion regarding the education of your future workforce. We are interested in determining the need for school districts in Yuma County to join together to form a Joint Technical Education District (JTED). In addition, the Arizona Department of Education requires that a feasibility study be conducted to determine the need for the new JTED. Separate surveys will be sent to students and parents. This Business and Community survey will be presented to many businesses and other community organizations. In order to provide the best possible information to present the case for a JTED, we request that you complete the survey below.

What is a JTED

A JTED is an independent school district that is specifically established to offer and fund only Career and Technical Education/Vocational (CTE) programs for high school students from participating school districts. See the attachment following the survey questions below for more information.

The proposition may be presented on the November 2012 ballot. If the question passes in Yuma Union High School District and Antelope High School District, a Yuma JTED program will take effect in the fall of 2013.

Please respond to each of the following questions.

1. Career Pathway Plans of Study or *career clusters* have been identified and approved by the Arizona Department of Education. Please indicate in which cluster(s) your business operates. (See question 11 below for examples of businesses in each of the clusters listed below.)

- ☐ Agriculture, food and natural resources
- ☐ Architecture and construction
- ☐ Arts, audio/video technology and communications
- ☐ Automotive technologies (see also Transportation below)
- ☐ Business, management and administration
- ☐ Education and training
- ☐ Government and public administration
- ☐ Finance
- ☐ Health science
- ☐ Hospitality and tourism
- ☐ Human services
- ☐ Information technology
- ☐ Law, public safety, corrections and security
- ☐ Manufacturing
- ☐ Marketing sales and service
- ☐ Science, technology, engineering and mathematics
- ☐ Transportation, distribution and logistics
- ☐ Other (please describe) _____

2. What position do you currently hold?

- ☐ Owner
- ☐ Manager
- ☐ Financial Officer
- ☐ President/Vice President
- ☐ Human Resources Director
- ☐ Administrator, office manager, director
- ☐ Other (please describe) _____

3. How many years have you been in your current position? ____ years

4. Are you a registered voter in Yuma County? ☐ Yes ☐ No

5. Did you vote in the 2010 general election? ☐ Yes ☐ No

6. To what level do you agree with the following statement?

The Yuma County area currently offers adequate training programs to provide a skilled workforce that meets the needs of business and industry.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

7. To what level do you agree with the following statement?

The average high school graduate currently possesses the workplace and/or technical skills to enter your field.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

8. Do you feel confident that a 2-year technical program administered during the last two years of high school would prepare a student for an entry level job with your company? ☐ Yes ☐ No

9. Would you be willing to work with administrators and teachers to plan Career and Technical Education/Vocational (CTE) programs that train high school students for positions within your industry? ☐ Yes ☐ No
If you answered Yes, please provide contact information

10. Is it likely that you will vote YES to form a JTED that provides specialized Career Technical Education/Vocational (CTE) programs with an increase in property taxes not to exceed the rate of \$5.00 per \$100,000 assessed evaluation (examples – a residence with Full Cash Value (approximate market value) of \$100,000 would be \$5.00 per year; agricultural property with a Full Cash Value of \$100,000 would be \$8.00 per year and commercial property valued at \$100,000 would be \$10.00 per year.)
☐ Yes ☐ No ☐ Maybe

11. Which of the following programs should be offered to high school students? In addition, please indicate in which of these clusters you -- a) are currently seeking entry level employees and b) are likely to add staff in the next 2 years.

The Career Clusters Plans of Study are headed in bold type followed by examples of occupations or future career fields.

Please mark all that apply

___ Agriculture, Food and Natural Resources

Biotechnology, Horticulture, Animal Study, Plant Study, Power & Technology Systems, Habitat Conservation, Fisheries, Soil Conversation, Landscape, Agricultural communications, Aquaculture, Food Products and Processing, Natural Resources Systems, Agribusiness Systems

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ Arts, Audio/Video Technology and Communications

Audio and Video Technology and Film, Printing Technology, Visual Arts, Performing Arts, Journalism and Broadcasting

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ Automotive Technologies

Automotive Technician, Truck and heavy vehicles Facility and Mobile Equipment Maintenance, Mechanic, Automotive Systems

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ Architecture and Construction

Design/Pre-Construction, Construction, Maintenance & Operations, Plumbing, Electrical, Heating Ventilation/Cooling, Carpentry, CAD

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ Business, Management and Administration

Management, Business Financial Management and Accounting, Human Resources, Business Analysis, Marketing, Administrative and Information Support

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Education and Training**

Teaching, Training, Administration, Education Services, Teacher's Aid, Early Childhood Education, Child Care Worker, Child Care Director

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Finance**

Financial & Investment Planning, Business Financial Management, Banking and Related Services, Insurance Services

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Government and Public Administration**

Governance, National Security, Foreign Service, Planning, Revenue and Taxation, Regulation, Public Management and Administration

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Health Science**

Nursing, Therapeutic Services, Diagnostic Services, Biotechnology Research and Development, Support Services

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Hospitality and Tourism**

Culinary, Food Production, Restaurants and Food/Beverage Services, Lodging, Travel & Tourism, Recreation, Amusements & Attractions

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Human Services**

Counseling and Mental Health Services, Family and Community Services, Personal Care Services, Consumer Services

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Information Technology**

Network Systems, Information Support and Services, Interactive Media Programming and Software Development, Radio, Television, Telecommunication Technology

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Law, Public Safety, Corrections and Security**

Correction Service, Emergency and Fire Management service, Security & Protective Service, Law Enforcement Service, Legal Services

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Manufacturing**

Production, Welding, Machining/Machine Tool, Manufacturing Production Process Development, Maintenance, Installation and Repair, Quality Assurance, Logistics and Inventory Control, CAD/CAM

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Marketing, Sales and Service**

Management and Entrepreneurship, Professional Sales and Marketing, Buying and Merchandising, Marketing Communications and Promotion, Marketing Information Management and Research, Distribution and Logistics, E-Marketing

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

___ **Science, Technology, Engineering and Mathematics**

Engineering and Technology, Science and Mathematics, Managing and Providing Scientific Research and Professional and Technical Services, (e.g. Physical Science, Social Science, Engineering) including Laboratory and Testing Services, and research and development services, CAD.

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

__Transportation, Distribution and Logistics

Transportation Operations, Logistics Planning and Management Services, Warehousing and distribution Center Operations, Facility and Mobile Equipment Maintenance, Transportation Systems, Regulation, Health, Safety and Environmental Management, Sales and Service

- currently seeking entry level employees ☐ Yes ☐ No
- plan to add staff in the next 2 years ☐ Yes ☐ No

12. Would your company be willing to sponsor internships or provide training at your facility? ☐ Yes ☐ No

If your answer is yes, please provide contact information

13. Please write any comments or suggestions in the space provided.

**Yuma County Joint Technical Education District
Business and Community Survey
Additional Information about JTEDs**

The Union High School Districts in Yuma County are exploring the possibility of joining together to form a Joint Technical Educational District (JTED). A JTED is an independent school district that is specifically established to offer and fund only Career and Technical Education/Vocational programs (CTE) for high school students. Examples of possible programs and related career paths are shown in question 11 in the survey.

JTED classes can be offered in the students' school district, in other school districts, at a separate JTED campus (if the elected governing board decides to establish one), or at an Arizona Western College campus. If students elect to take classes outside their home districts or at Arizona Western College, they would travel by school transportation to those locations and attend for up to a half-day. The classes will align with the economic development in Yuma County and the new and emerging careers.

All classes will offer a rigorous curriculum and must be designed to lead to business and industry certifications. Arizona Western College credit may be earned upon successful completion of classes in most JTED programs in the high schools and at Arizona Western College.

In order to join a JTED, the district electorate must approve a plan that will include an increase in property taxes at a rate not to exceed \$5.00 per \$100,000 assessed valuation (example – taxes for a residence with Full Cash Value (approximate market value) of \$100,000 would be \$5.00 per year, agricultural property with Full Cash Value of \$100,000 would be \$8.00 per year and commercial property with Full Cash Value of \$100,000 would be \$10.00 per year).

The Yuma County JTED Steering Committee is in the process of evaluating the need and justification for establishing a JTED. Questions will be asked of students, parents and business and community organizations through the use of surveys. It is very important that responses are received to determine the interest and needs of these constituencies.

Parent/Guardian Survey

Yuma County Joint Technical Education District Parent Survey

Purpose

We value your opinion of the school district services for the school that your child attends. We are interested in determining the need for school districts in Yuma County to join together in forming a Joint Technical Education District (JTED).

A JTED is a district formed among two or more school districts to provide Career and Technical/Vocation ("CTE") training to high school students. In order to form a Joint Technical Education District the electorate must vote for formation, which includes a property tax at a rate fixed by the Legislature of \$5.00 per \$100,000 of assessed valuation. (Example - a residence worth \$100,000 would cost the property owner \$5.00 per year. The amount of taxes for other classes of property will vary.)

Classes would be available: 1) At the high school your student attends, 2) at a neighboring high school or 3) at a centralized location in the Yuma area. All transportation would be provided by the school. During a typical school week your student would attend core classes at his/her home high school and take specialized classes either at your school, a neighboring school, Arizona Western College or a centralized location.

Your student would be eligible to earn Arizona Western College credit for many of the classes and also would have the opportunity to earn business/industry certification in specific areas. All classes will offer a rigorous curriculum and comply with state standards. These new classes would align with business and industry needs and provide opportunities for new career development.

The JTED proposition will be on the ballot during the fall of 2012. If passed by Yuma Union High School District voters and the Antelope High School District voters, classes would begin during the following school year.

Thank you for your interest and cooperation.

Please complete this survey prior to

Thank you

Parent Survey

1. What high school does your child currently attend or plan to attend?

- ☐ Antelope
- ☐ Cibola
- ☐ Gila Ridge
- ☐ Kofa
- ☐ San Luis
- ☐ Vista Alternative
- ☐ Yuma
- ☐ Private school
- ☐ Home school

2. Please indicate the number of children in your household who will be enrolled in the grade levels indicated below for the 2013-2014 school year.

- | | |
|-----------|----------|
| _____ K-5 | _____ 9 |
| _____ 6 | _____ 10 |
| _____ 7 | _____ 11 |
| _____ 8 | _____ 12 |

3. To what level do you agree with the following statement?
My child's/children's educational experience is preparing them for a future job/career.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

4. Are you a registered voter in Yuma County?

- ☐ Yes
- ☐ No

5. Did you vote in the 2012 Elections?

- ☐ Yes
- ☐ No

6. How likely is it that you will vote YES to form a Joint Technical Education District that would also increase property taxes for a residence by a rate of \$5.00 per \$100,000 of assessed valuation?

- ☐ Most likely
- ☐ Possibly
- ☐ Not at all likely

7. Which of the following specialized Career and Technical Programs should be offered to high school students?

The Career Clusters/Plans of Study are headed in bold type followed by examples of occupations or future career fields.

A. Agriculture, Food and Natural Resources

Biotechnology, Horticulture, Animal Study, Plant Study, Power & Technology Systems, Habitat Conservation, Fisheries, Soil Conservation, Landscape, Agricultural Communications, Aquaculture, Food Products, and Processing, Natural Resources Systems, Agribusiness Systems

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

B. Automotive Technician

Automotive Technician, Truck and heavy vehicles, Facility and Mobile Equipment Maintenance, Mechanic, Automotive Systems

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

C. Architecture & Construction

Designing, planning, managing, building and maintaining the built environment

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

D. Arts, Audio/Video Technology and Communications

Audio and Video Technology and Film, Printing Technology, Visual Arts, Performing Arts, Journalism and Broadcasting

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

E. Business, Management and Administration

Management, Business Financial Management and Accounting, Human Resources, Business Analysis, Marketing, Administrative and Information Support

1	2	3	4	5
Strongly	Disagree	Neither	Agree	Strongly

Disagree

Agree/Disagree

Agree

F. Education and Training

Teaching, Training, Administration, Education Services, Teacher's Aide, Early Childhood Education, Child Care Worker, Child Care Director.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

G. Finance

Financial & Investment Planning, Business Financial Management, Banking and Related Services, Insurance Services

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

H. Government and Public Administration

Governance, National Security, Foreign Service, Planning, Revenue and Taxation, Regulation, Public Management and Administration

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

I. Health Science

Nursing, Therapeutic Services, diagnostic Services, Biotechnology Research and Development, Support Services

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

J. Hospitality and Tourism

Culinary, Food Production, Restaurants and Food/Beverage Services, Lodging, Travel & Tourism, Recreation, Amusements & Attractions

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

K. Human Services

Counseling and Mental Health Services, Family and Community Services,
Personal Care Services, Consumer Services

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

L. Information Technology

Network Systems, Information Support and Services, Interactive Media
Programming and Software Development, radio, television, Telecommunication
Technology

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

M. Law, Public Safety, Corrections and Security

Correction Service, Emergency and Fire Management Service, Security &
Protective Service, Law Enforcement Service, Legal Services

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

N. Manufacturing

Production, Welding, Machining/Machine tool, Manufacturing Production
Process Development, Maintenance, Installation and Repair, Quality Assurance,
Logistics and Inventory Control, CAD/CAM

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

O. Marketing, Sales and Service

Management and Entrepreneurship, Professional Sales and marketing, Buying and
Merchandising, Marketing Communications and Promotion, Marketing
Information Management and Research, Distribution and Logistics, E-Marketing

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

P. Science, Technology, Engineering and Mathematics

Engineering and Technology, Science and Mathematics, Managing and Providing Scientific Research for Professional and Technical Services (e.g. Physical Science, Social Science, Engineering) including Laboratory and Testing Services, Research and Development Services and CAD

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

Q. Transportation, Distribution and Logistics

Transportation Operations, Logistics Planning and Management Services, Warehousing and Distribution Center Operations, Facility and Mobile Equipment Maintenance, Transportation Systems, Regulation, Health Safety and Environmental Management, Sales and Service

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

R. Other (Please Describe)

8. Please add any additional information that you would care to share or any questions you may have.

Contact information (if you have questions) _____

THANK YOU FOR COMPLETING THE SURVEY

Student Survey

Yuma County Joint Technical Education District Student Survey

What is a JTED?

A JTED is an independent school district that is specifically established to offer and fund only Career and Technical Education/Vocational (CTE) programs for high school students from participating school districts..

The question may be presented on the November 2014 ballot. If the question passes in two districts, a Yuma JTED program will take effect in the fall of 2015.

Purpose of the Survey:

We are interested in determining the interest and need for school districts in Yuma County to join together to form a Joint Technical Education District (JTED). In addition, the Arizona Department of Education requires that a feasibility study be conducted to determine the need for the new JETD. Separate surveys will be sent to students and parents. This student survey will be presented to Yuma county students in order to provide the best possible information to present the case for a JTED. Please complete the attached survey.

Student Survey

1. Which high school do you currently attend or plan to attend?

- ☐ Antelope
- ☐ Cibola
- ☐ Gila Ridge
- ☐ Kofa
- ☐ San Luis
- ☐ Vista Alternative
- ☐ Yuma
- ☐ Home school
- ☐ Other

2. Indicate your grade level during 2013-14 year.

- | | |
|----------------------------|-----------------------------|
| <input type="checkbox"/> 7 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 8 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 12 |

3. Indicate your gender.

- ☐ Male
☐ Female

4. (Voluntary) Please indicate your ethnicity.

- ☐ White ☐ Native American
☐ Black or African American ☐ Asian/Pacific Islander
☐ Hispanic or Latino ☐ Other

5. What are your educational plans following completion of high school? (Check all that apply.)

- ☐ 2 Year Community College
☐ 4 Year University
☐ Career/Technical training
☐ Military
☐ Other

6. To what level do you agree with the following statement?
My educational experience is preparing me for a future job/career.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

7. To what level do you agree with the following statement?
I am interested in attending Career and Technical Education classes.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

8. To what level do you agree with the following statement?
I would like to earn college credit at Arizona Western College for my Career and Technical Education classes.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

9. To what extent would you be interested in taking classes in a specialized Career and Technical Education program from the following Career Clusters/Plans of Study? (Circle the corresponding number in each category).

The Career Clusters/Plans of Study are headed in bold type followed by examples of occupations or future career fields.

S. Agriculture, Food and Natural Resources

Biotechnology, Horticulture, Animal Study, Plant Study, Power & Technology Systems, Habitat Conservation, Fisheries, Soil Conservation, Landscape, Agricultural Communications, Aquaculture, Food Products, and Processing, Natural Resources Systems, Agribusiness Systems

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

T. Automotive Technician

Automotive Technician, Truck and heavy vehicles, Facility and Mobile Equipment Maintenance, Mechanic, Automotive Systems

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

U. Architecture & Construction

Designing, planning, managing, building and maintaining the built environment

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

V. Arts, Audio/Video Technology and Communications

Audio and Video Technology and Film, Printing Technology, Visual Arts, Performing Arts, Journalism and Broadcasting

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

W. Business, Management and Administration

Management, Business Financial Management and Accounting, Human Resources, Business Analysis, Marketing, Administrative and Information Support

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

X. Education and Training

Teaching, Training, Administration, Education Services, Teacher's Aide, Early Childhood Education, Child Care Worker, Child Care Director.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

Y. Finance

Financial & Investment Planning, Business Financial Management, Banking and Related Services, Insurance Services

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

Z. Government and Public Administration

Governance, National Security, Foreign Service, Planning, Revenue and Taxation, Regulation, Public Management and Administration

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

AA. Health Science

Nursing, Therapeutic Services, diagnostic Services, Biotechnology Research and Development, Support Services

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

BB. Hospitality and Tourism

Culinary, Food Production, Restaurants and Food/Beverage Services, Lodging,
Travel & Tourism, Recreation, Amusements & Attractions

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

CC. Human Services

Counseling and Mental Health Services, Family and Community Services,
Personal Care Services, Consumer Services

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

DD. Information Technology

Network Systems, Information Support and Services, Interactive Media
Programming and Software Development, radio, television, Telecommunication
Technology

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

EE. Law, Public Safety, Corrections and Security

Correction Service, Emergency and Fire Management Service, Security &
Protective Service, Law Enforcement Service, Legal Services

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

FF.Manufacturing

Production, Welding, Machining/Machine tool, Manufacturing Production
Process Development, Maintenance, Installation and Repair, Quality Assurance,
Logistics and Inventory Control, CAD/CAM

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

GG. Marketing, Sales and Service

Management and Entrepreneurship, Professional Sales and Marketing, Buying and Merchandising, Marketing Communications and Promotion, Marketing Information Management and Research, Distribution and Logistics, E-Marketing

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

HH. Science, Technology, Engineering and Mathematics

Engineering and Technology, Science and Mathematics, Managing and Providing Scientific Research for Professional and Technical Services (e.g. Physical Science, Social Science, Engineering) including Laboratory and Testing Services, Research and Development Services and CAD

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

II. Transportation, Distribution and Logistics

Transportation Operations, Logistics Planning and Management Services, Warehousing and Distribution Center Operations, Facility and Mobile Equipment Maintenance, Transportation Systems, Regulation, Health Safety and Environmental Management, Sales and Service

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

JJ. Other (Please Describe)

10. Are you currently or have you previously been enrolled in any CTE (Career & Technical Education Courses)?

- ☐ Yes
☐ No

If you responded “Yes” please identify the course(s) (check all that apply):

- ☐ Agriculture/Agriscience
- ☐ Audio visual/radio TV
- ☐ Automotive technologies
- ☐ Business (BMAS/BOSAS)
- ☐ Construction technologies (including cabinetmaking)
- ☐ Culinary arts
- ☐ Drafting
- ☐ Early childhood development
- ☐ Education professions
- ☐ Graphic communications
- ☐ Hospitality management
- ☐ Law, public safety & security
- ☐ Marketing
- ☐ Nursing services
- ☐ Welding technologies

11. If transportation is provided by the school, would you be willing to travel to attend centralized classes in your career specialty area?

- ☐ Yes
- ☐ No

12. Please indicate other issues that may impact your decision to attend JTED Career and Technical Education classes

- ☐ Athletics
- ☐ Clubs or other extracurricular activity
- ☐ Job or part-time work
- ☐ Other (please describe) _____

13. Please add any additional information that you would care to share or any questions you may have.

Contact information (if you have questions) _____

THANK YOU FOR COMPLETING THE SURVEY

Appendix B: Yuma County and Arizona Occupation Projections

Arizona Age Groups

Growth by Age

Data Pulled Aug. 2013

Age	2013 Population	2023 Population	Change	% Change
Under 5 years	456,728	520,896	64,168	14%
5 to 9 years	455,021	474,876	19,855	4%
10 to 14 years	468,600	440,378	(28,222)	(6%)
15 to 19 years	462,620	471,805	9,185	2%
20 to 24 years	474,362	484,407	10,045	2%
25 to 29 years	459,880	480,179	20,299	4%
30 to 34 years	436,135	459,652	23,517	5%
35 to 39 years	413,164	430,638	17,474	4%
40 to 44 years	413,957	413,337	(620)	0%
45 to 49 years	421,187	390,038	(31,149)	(7%)
50 to 54 years	431,769	399,475	(32,294)	(7%)
55 to 59 years	404,968	411,980	7,012	2%
60 to 64 years	394,187	443,247	49,060	12%
65 to 69 years	330,424	424,912	94,488	29%
70 to 74 years	247,072	376,897	129,825	53%
75 to 79 years	175,549	263,990	88,441	50%
80 to 84 years	125,073	154,065	28,992	23%
85 years and over	112,957	122,051	9,094	8%
Total	6,683,655	7,162,825	479,170	7%

Source: QCEW Employees - EMSI 2013 3rd Quarter Class of Worker

c	Description							2011
		2012	2022	Growth	%	Openings	Annual	Median
		Jobs	Jobs				Openings	Hourly
								Earnings
43-4000	Information and Record Clerks	2,935	3,846	911	31%	1,983	198	\$12.59
41-2000	Retail Sales Workers	3,640	4,173	533	15%	2,063	206	\$9.50
15-1100	Computer Occupations	814	1,231	417	51%	613	61	\$33.46
35-3000	Food and Beverage Serving Workers	2,934	3,277	343	12%	1,709	171	\$8.74
29-1000	Health Diagnosing and Treating Practitioners	2,005	2,347	342	17%	817	82	\$42.13
25-2000	Preschool, Primary, Secondary, and Special Education School Teachers	1,874	2,214	340	18%	865	86	\$19.14
13-1000	Business Operations Specialists	1,407	1,725	318	23%	629	63	\$26.91
37-2000	Building Cleaning and Pest Control Workers	1,406	1,703	297	21%	619	62	\$9.11
21-1000	Counselors, Social Workers, and Other Community and Social Service Specialists	814	1,046	232	29%	445	45	\$16.75
39-9000	Other Personal Care and Service Workers	910	1,134	224	25%	402	40	\$10.85
17-2000	Engineers	403	622	219	54%	348	35	\$39.52
19-4000	Life, Physical, and Social Science Technicians	242	444	202	83%	305	31	\$21.08
43-9000	Other Office and Administrative Support Workers	1,182	1,377	195	16%	436	44	\$13.23
29-2000	Health Technologists and Technicians	935	1,121	186	20%	411	41	\$19.44
43-6000	Secretaries and Administrative Assistants	1,572	1,757	185	12%	432	43	\$13.67
41-9000	Other Sales and Related Workers	216	385	169	78%	246	25	\$16.58
17-3000	Drafters, Engineering Technicians, and Mapping Technicians	569	737	168	30%	304	30	\$19.92
51-9000	Other Production Occupations	890	1,046	156	18%	425	42	\$12.03
43-3000	Financial Clerks	1,346	1,497	151	11%	491	49	\$14.51
49-9000	Other Installation, Maintenance, and Repair Occupations	1,244	1,394	150	12%	459	46	\$15.14
31-1000	Nursing, Psychiatric, and Home Health Aides	759	907	148	19%	278	28	\$10.48
41-1000	Supervisors of Sales Workers	722	853	131	18%	347	35	\$16.41
53-7000	Material Moving Workers	1,226	1,347	121	10%	521	52	\$9.56
31-9000	Other Healthcare Support Occupations	653	773	120	18%	248	25	\$14.01
19-2000	Physical Scientists	88	199	111	126%	157	16	\$47.48
43-1000	Supervisors of Office and Administrative Support Workers	650	761	111	17%	315	31	\$19.86
25-9000	Other Education, Training, and Library Occupations	615	722	107	17%	261	26	\$11.44
13-2000	Financial Specialists	436	540	104	24%	214	21	\$27.86
41-3000	Sales Representatives, Services	365	462	97	27%	225	23	\$19.98
35-2000	Cooks and Food Preparation Workers	1,189	1,280	91	8%	447	45	\$9.23
11-3000	Operations Specialties Managers	431	509	78	18%	183	18	\$34.76
11-1000	Top Executives	903	976	73	8%	275	27	\$35.87
25-3000	Other Teachers and Instructors	648	714	66	10%	174	17	\$12.93
53-3000	Motor Vehicle Operators	1,597	1,663	66	4%	433	43	\$15.10
43-5000	Material Recording, Scheduling, Dispatching, and Distributing Workers	1,576	1,641	65	4%	557	56	\$13.46
51-4000	Metal Workers and Plastic Workers	290	349	59	20%	151	15	\$13.67

c	Description							2011
		2012	2022	Growth	Growth	Annual	Annual	Median
		Jobs	Jobs	%	%	Openings	Openings	Hourly
								Earnings
25-1000	Postsecondary Teachers	396	452	56	14%	125	13	\$29.01
41-4000	Sales Representatives, Wholesale and Manufacturing	328	379	51	16%	136	14	\$27.67
39-3000	Entertainment Attendants and Related Workers	194	243	49	25%	168	17	\$11.62
51-2000	Assemblers and Fabricators	269	313	44	16%	107	11	\$10.53
11-9000	Other Management Occupations	1,228	1,270	42	3%	391	39	\$35.56
47-4000	Other Construction and Related Workers	181	223	42	23%	100	10	\$17.17
49-3000	Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	870	912	42	5%	290	29	\$17.82
35-1000	Supervisors of Food Preparation and Serving Workers	376	414	38	10%	136	14	\$12.44
33-2000	Fire Fighting and Prevention Workers	487	521	34	7%	173	17	\$20.91
49-2000	Electrical and Electronic Equipment Mechanics, Installers, and Repairers	146	178	32	22%	65	7	\$24.25
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	135	163	28	21%	73	7	\$29.33
37-3000	Grounds Maintenance Workers	481	506	25	5%	114	11	\$10.65
19-1000	Life Scientists	62	86	24	39%	41	4	\$31.26
19-3000	Social Scientists and Related Workers	54	76	22	41%	44	4	\$37.83
27-2000	Entertainers and Performers, Sports and Related Workers	93	114	21	23%	51	5	\$18.02
31-2000	Occupational Therapy and Physical Therapist Assistants and Aides	47	67	20	43%	29	3	\$14.58
37-1000	Supervisors of Building and Grounds Cleaning and Maintenance Workers	109	129	20	18%	38	4	\$13.93
35-9000	Other Food Preparation and Serving Related Workers	541	560	19	4%	327	33	\$8.78
51-1000	Supervisors of Production Workers	158	177	19	12%	41	4	\$21.02
51-8000	Plant and System Operators	178	197	19	11%	82	8	\$18.14
23-1000	Lawyers, Judges, and Related Workers	143	160	17	12%	46	5	\$40.01
27-3000	Media and Communication Workers	119	135	16	13%	64	6	\$22.79
49-1000	Supervisors of Installation, Maintenance, and Repair Workers	209	225	16	8%	75	8	\$24.89
39-2000	Animal Care and Service Workers	35	50	15	43%	24	2	\$8.71
53-6000	Other Transportation Workers	93	107	14	15%	49	5	\$15.50
17-1000	Architects, Surveyors, and Cartographers	60	73	13	22%	28	3	\$45.04
53-1000	Supervisors of Transportation and Material Moving Workers	116	129	13	11%	40	4	\$17.70
25-4000	Librarians, Curators, and Archivists	110	122	12	11%	51	5	\$15.38
43-2000	Communications Equipment Operators	47	59	12	26%	25	2	\$12.16
15-2000	Mathematical Science Occupations	24	35	11	46%	25	2	\$30.45
39-1000	Supervisors of Personal Care and Service Workers	111	122	11	10%	40	4	\$14.07
47-1000	Supervisors of Construction and Extraction Workers	249	260	11	4%	89	9	\$24.28
33-1000	Supervisors of Protective Service Workers	379	388	9	2%	160	16	\$27.91

								2011
								Median
								Hourly
								Earnings
c	Description	2012 Jobs	2022 Jobs	Growth	%	Openings	Annual Openings	
33-3000	Law Enforcement Workers	1,987	1,996	9	0%	517	52	\$26.12
47-3000	Helpers, Construction Trades	126	135	9	7%	61	6	\$12.37
23-2000	Legal Support Workers	79	87	8	10%	21	2	\$15.82
29-9000	Other Healthcare Practitioners and Technical Occupations	57	64	7	12%	30	3	\$22.95
27-1000	Art and Design Workers	107	110	3	3%	46	5	\$15.37
39-4000	Funeral Service Workers	22	25	3	14%	12	1	\$9.48
51-3000	Food Processing Workers	279	282	3	1%	106	11	\$9.47
33-9000	Other Protective Service Workers	719	721	2	0%	235	23	\$10.94
39-7000	Tour and Travel Guides	28	29	1	4%	13	1	\$8.80
51-5100	Printing Workers	20	21	1	5%	5	1	\$9.08
51-7000	Woodworkers	41	42	1	2%	22	2	\$9.06
21-2000	Religious Workers	<10	10	0	--	--	--	--
45-3000	Fishing and Hunting Workers	<10	<10	0	--	--	--	--
47-5000	Extraction Workers	<10	<10	0	--	--	--	--
53-4000	Rail Transportation Workers	<10	<10	0	--	--	--	--
53-5000	Water Transportation Workers	<10	<10	0	--	--	--	--
55-9000	Military occupations	0	0	0	0%	0	0	\$0.00
99-9000	Unclassified Occupation	0	0	0	0%	0	0	\$0.00
39-6000	Baggage Porters, Bellhops, and Concierges	12	11	(1)	(8%)	3	0	\$9.60
45-4000	Forest, Conservation, and Logging Workers	16	15	(1)	(6%)	5	0	\$25.44
53-2000	Air Transportation Workers	86	79	(7)	(8%)	32	3	\$52.12
27-4000	Media and Communication Equipment Workers	89	81	(8)	(9%)	21	2	\$18.13
51-6000	Textile, Apparel, and Furnishings Workers	213	203	(10)	(5%)	45	5	\$9.82
39-5000	Personal Appearance Workers	85	68	(17)	(20%)	15	1	\$10.23
45-1000	Supervisors of Farming, Fishing, and Forestry Workers	248	231	(17)	(7%)	68	7	\$22.10
47-2000	Construction Trades Workers	1,576	1,512	(64)	(4%)	467	47	\$15.52
45-2000	Agricultural Workers	9,897	9,013	(884)	(9%)	2,819	282	\$9.13
	Total	63,230	70,375	7,145	11%	26,596	2,660	\$16.38
Source: QCEW Employees - EMSI 2013 4th Quarter Class of Worker								

Appendix C: Letters of Support

The following individuals and businesses submitted letters of support for establishing a JTED:

- Yuma County Chamber of Commerce
- Greater Yuma Economic Development Corporation
- Patrick T. Walz, President and CEO, Yuma Regional Medical Center
- Dr. Glenn E. Mayle, President, Arizona Western College
- Robert R. Woodhouse, Chairman Yuma County JTED Steering Committee
- Toni Badone, Superintendent Yuma Union High School District
- Colonel Robert C. Kuckuk, Commander of Marine Corps Air Station Yuma
- Joe Fisher, President, Fisher Automotive
- Frank West, General Motors LLC – Desert Proving Ground – Yuma
- Marvin Marlatt, Partner Marlatt Brothers
- Phillip Townsend, Sunland Chemical Co., Inc.

In addition to these letters of support (attached below), significant and broad community support was evidenced by the unanimous votes (twice – two years apart) in favor of the plan by both Union High School Districts' Governing Boards.



March 10, 2014

Mr. Robbie Woodhouse
Chair, JTED Steering Committee
3786 S. Avenue 41 E
Roll, AZ 85347

Dear Chairman Woodhouse,

The Yuma County Chamber of Commerce and its members strongly support the creation and implementation of a Joint Technical Education District (JTED) in Yuma County.

The Yuma Chamber has supported the need of a technical training facility and program for many years. We believe that this training is an integral part of a communities educational system. The demands for skilled workers is high and our ability to recruit new or expanding businesses is predicated on the skill level of our workforce. The high unemployment numbers for Yuma only solidify this need.

A JTED in Yuma will allow Yuma to join the rest of Arizona in technical training opportunities and make Yuma students more prepared to enter the workforce.

Thank you for your support and consideration of Yuma's JTED.

Sincerely,

A handwritten signature in black ink, appearing to read "Ken Rosevear", with a horizontal line extending to the right.

Ken Rosevear
Executive Director



Greater Yuma

ECONOMIC DEVELOPMENT CORP

March 10, 2014

Robert Woodhouse
Chairman Joint Technological Education District Committee
210 S 1st Ave, Yuma AZ 85364

RE: GREATER YUMA ECONOMIC DEVELOPMENT CORPORATION SUPPORT OF JTED

Dear Mr. Woodhouse:

We are writing today to demonstrate our full support towards the adoption of a Joint Technological Education District (JTED) here in Yuma County. For too many years Yuma County has been contributing to JTED's all of over the State without directly benefiting to the skills and employment development that is obtained from having a JTED. Skilled workforce and a pipeline for sustainability are the #1 criterion for attracting and retaining base industry in Yuma County. Base industry is the foundation for a strong sustainable economy. It is a **critical component for Yuma County's economic drivers.**

The work that has been done to this point demonstrates the desire of the region to form a JTED in Yuma County. Greater Yuma EDC will be championing this initiative in order to bring the program to fruition. We thank you for your leadership and support your efforts unanimously.

The need for a JTED is critical to the sustainability of the Yuma County's base industries.

Respectfully,

Julie Engel

President/CEO Greater Yuma EDC



YUMA REGIONAL MEDICAL CENTER

Caring for the growing needs of our communities

February 18, 2014

Mr. Robbie Woodhouse
Chair, Yuma County Joint Technical Education District Steering Committee
3786 S. Avenue 41E
Roll, AZ 85347

RE: Support for Proposed Yuma County Joint Technical Education District

Dear Chairman Woodhouse,

As CEO of Yuma Regional Medical Center, I wish to voice my support of the proposed Yuma County Joint Technical Education District. Yuma Regional Medical Center has been an active supporter of the JTED and has a member on the Steering Committee.

The Joint Technical Education District will be of great benefit to our medical community by assisting in the training of healthcare professionals that are needed to provide quality care for the patients that we serve. We feel that through the development of healthcare training programs, such as the JTED, that we will better be able to fill vacant positions with local candidates as often we must go outside of Yuma for these positions. We have said that Yuma does not have a workforce shortage, but a skills shortage. Hiring locally benefits our graduating students, our hospital, our patients and our community.

It is my pleasure to support the Yuma County Joint Technical Education District and to thank you and the committee for your efforts in proposing a workforce development opportunity for high school students that prepare them to meet the needs of the Yuma community. Please let me know if there is anything further I can do to support this effort.

Sincerely,

Patrick T. Walz
President & CEO



General Motors LLC
Desert Proving Ground - Yuma
M/C 853-150-000
1500 E. GM Drive
Yuma AZ 85365-9413
USA

March 4, 2014

Mr. Robbie Woodhouse
Chair, Yuma County Joint Technical Education District Steering Committee
3786 S. Avenue 41E
Roll, AZ 85347

Re: Support for Yuma Joint Technical Education District

Dear Mr. Woodhouse,

I am writing this letter to convey my support for the creation and implementation of a Joint Technical Education District (JTED) in Yuma County.

As Site Manager of the GM Desert Proving Ground, an automotive test facility located in Yuma, AZ and board member of the GYEDC (Greater Yuma Economic Development Corporation), I see a critical need to enhance technical training opportunities for students in Yuma County. Today, there is a strong, unmet industry demand for qualified, technically-skilled workers that is only expected to increase in the future.

I believe a JTED is an important part of a community's overall educational system, complimenting existing programs and offering students valuable pathways to successful, fulfilling careers in an increasingly competitive job market. The creation of a JTED will afford Yuma County students the same technical educational opportunities as those available to students across the rest of the State and contribute to the future economic success of the region.

I thank you for your consideration of my request and support for the creation of a JTED in Yuma County. Please feel free to contact me with any questions or thoughts on this matter.

Sincerely,

Frank M. West

Site Manager - GM Desert Proving Ground
1500 E. GM Drive
Yuma, AZ 85365-9413

Yuma Union High School District
3150 South Avenue A
Yuma, Arizona 85364
Ph: 928.502.4605
Fax: 928.344.9157



Governing Board:
Teri Brooks
Bruce Gwynn
Yira Hoffmann
Linda Munk
Phillip Townsend

Toni Badone, Superintendent

March 10, 2014

Mr. Robbie Woodhouse
Chair, Yuma County Joint Technical Education District Steering Committee
3786 S. Avenue 41E
Roll, AZ 85347

Dear Mr. Woodhouse:

As Superintendent of the Yuma Union High School District (YUHSD), I am pleased to support the proposed Yuma County Joint Technical Education District (JTED). The Governing Board approved the JTED Plan on January 22, 2014 with a unanimous vote. The members of the Board and many constituents, including myself, would say, "It's about time!"

The Yuma Union High School District is a public school district serving the rural and isolated communities of Yuma, Somerton and San Luis with a total enrollment of 10,600. We offer over 17 Career and Technical Education (CTE) courses and currently have over 168 CTE classes in our district. Our students are successful in state and national SkillsUSA competitions as well as other CTE competitions. Yet we are unable to offer as many CTE programs as are offered in every other county in Arizona, where students have a JTED. For Yuma County students, I believe "It's about time!"

Our district's clear bottom line is for EVERY one of our students to be prepared for success in college AND career. We are in the process of developing additional relevant career pathways that are inclusive of both Career and Technical Education courses and Advanced Placement courses. We also employ many student workers across the district. "It's about time."

Our District works closely with Arizona Western College, Northern Arizona University in Yuma, University of Arizona, our partner elementary districts, our sister district Antelope Union High School District, as well as many agencies in the community, including Yuma Private Industry Council, Greater Yuma Economic Development Corporation, Yuma Chamber of Commerce, Yuma Regional Medical Center, MCAS Yuma, Yuma Proving Ground and the Cities of Yuma, Somerton and San Luis. We are a collaborative community. A JTED in Yuma County would have plenty of support from all of these entities and more. We have a strong interest in developing a pipeline of qualified individuals ready to fill demand positions in our market, and strongly believe the emphasis on readiness at the high school level is a critical key to future workforce development success as well as college success. For all these reasons I believe "It's about time." Thank you for your efforts to forward this opportunity for our Yuma youth!

Sincerely,

A handwritten signature in blue ink, appearing to read "Toni Badone", is written over a horizontal line.

Toni Badone
Superintendent



February 18, 2014

Mr. Robbie Woodhouse
Chair, Yuma County Joint Technical Education District Steering Committee
3786 S. Avenue 41E
Roll, AZ 85347

Dear Robbie,

As the owner operator of 3 new car dealerships in Yuma Arizona I am writing to support the proposed Joint Technical Education District in Yuma County. My strong support and belief in the benefits of a local JTED is for several reasons:

- We are constantly in need of employees with technical skills.
- My personal belief that equipping our young people with the skills to earn a living after they graduate should be the primary goal of our education system.
- The economic growth in our community as a result a technically skilled workforce.
- I personally have benefited greatly from the technical education I received in High School almost 40 years ago

I pledge my continued support in the establishment of a JTED in Yuma county and will be available as need in the continued development of the program.

Sincerely,



Joe Fisher
President

Fisher Automotive

Fisher Chevrolet
775 East 32nd Street
Yuma, AZ 85365
(928) 726-5500

Fisher Dodge Chrysler Jeep
349 East 32nd Street
Yuma, AZ 85364
(928) 344-2650

Fisher Collision Center
3365 Chevy Lane
Yuma, AZ 85365
(928) 726-5500

Fisher HYUNDAI
1125 East. 32nd Street
Yuma, AZ 85365
(928) 726-6970



www.itsafisher.com

Marlatt Brothers

28270 E County 10th Street
Wellton , Arizona 85356

March 7, 2014

Mr. Robbie Woodhouse
Chair, Yuma County Joint Technical Education District Steering Committee
37860 S. Avenue 41E
Roll, AZ 85347

Dear Robbie,

As a near lifelong member of Yuma County's agricultural production industry I am writing to affirm my support for the proposed Joint Technical Education District to serve the students of our area. The proposed JTED would dramatically increase the technical and career education opportunities for our high school students.

Agricultural producers, our support industries, and the other industries that comprise our local economy can all benefit from the greater pool of qualified applicants who may become ready to enter our work force. Our students can benefit by becoming better prepared to enter successful careers or to proceed to higher education and even greater opportunities.

I strongly support the formation of the proposed JTED.



Marvin Marlatt
Partner
Marlatt Brothers

SUNLUND CHEMICAL CO., INC

5111 E. Gila Ridge Road
Yuma, Arizona 85365

Telephone 928-344-4633
Fax 928-344-5197

March 7, 2014

Mr. Robbie Woodhouse
Chairman
Yuma JTED Steering Committee
3786 S Avenue 41E
Roll, AZ 85347

Dear Robbie,

I am writing to express my support for the creation and implementation of a Joint Technical Education District in Yuma County. This has been an idea many of us in the Yuma community have envisioned for several years.

As a small business owner, member of the Yuma Union High School District Governing Board and lifelong Yuma resident, I understand the need for greater opportunities for our students to receive more Career and Technical Education. I also understand the needs of the business community and those looking at Yuma to locate their businesses here to have qualified and certified workers, a need that would be filled by a local JTED.

This has been a four year process to get us to this point. We are proud of our efforts and of the quality and diverse makeup of the committee that has worked on this proposal. This will be a great benefit and asset to the Yuma community.

It is my pleasure to support the formation of a Joint Technical Education district in Yuma County.

Respectfully,



Phillip Townsend



UNITED STATES MARINE CORPS
MARINE CORPS AIR STATION YUMA
BOX 99100
YUMA, ARIZONA 85369-9100

IN REPLY REFER TO
1000
CO
10March2014

Mr. Robbie Woodhouse
Chair, Yuma County Joint Technical Education District Steering Committee
3786 S. Avenue 41E
Roll, AZ 85347

Dear Mr Woodhouse,

1. As the Commander of Marine Corps Air Station Yuma, I wish to express my interest in and support for the proposed Joint Technical Education District in Yuma County.
2. The Air Station employs hundreds of civilian Marines in all types of technical and skilled trade positions. Improving the delivery of education in Yuma County to specifically address known shortfalls in training for the future workforce affects the Air Station's ability to do its mission directly and positively.
3. Further, the effect of broadening educational opportunities for our young people, many of whom are military family members, also positively affects the Air Station's mission. Progressive education that responds to the demands of the community impacts the quality of life my service member families enjoy in the Yuma County.
4. Please know you can count on the Air Station to do anything in its power to support this exciting effort. Thank you for what you and the steering committee are doing to improve Yuma County's educational system.

Sincerely,

A handwritten signature in black ink, reading "Robert C. Kuckuk", is positioned above the printed name.

ROBERT C. KUCKUK



CASA DE LENA FARMS LLC

3786 SOUTH AVENUE 41 • ROLL, ARIZONA 85347
OFFICE (928) 785-4008 • FAX (928) 785-3824

March 10, 2014

Arizona State Board of Education

1535 West Jefferson

Phoenix, Arizona 85007

I am writing to show support for the proposed Joint Technical Education District in Yuma County. I have been a supporter of public education and see a strong need in Yuma County for a JTED. This is an opportunity we believe we must offer to students in our county.

I served on local school boards from 1980 thru 2007 and feel that a JTED will help many students find a productive place in society and make our community a stronger place. Agriculture is one of the largest economic drivers in Yuma County along with other industries that make up our strong local economy. Our JTED will make available a larger pool of qualified applicants for the growing economy Yuma County. We feel it will even help in attracting new businesses to our area.

I am proud to be a supporter of the Yuma County JTED.

Sincerely,



Robert R. Woodhouse

Chairman Yuma County JTED Steering Committee



Office of the President

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March 11, 2014

Mr. Robbie Woodhouse
Chair, Yuma County Joint Technical Education District Steering Committee
3786 S. Avenue 41E
Roll, AZ 85347

Dear Mr. Woodhouse -

Please accept my strong support for a Joint Technical Education District (JTED) in Yuma County.

Arizona Western College serves a 10,000 square mile district encompassing Yuma and La Paz counties. The success of a Joint Technical Education District in Yuma will offer more opportunities for in-depth technical training which is sorely needed in Yuma County. Arizona Western College sees a JTED as being a partner to serve our impoverished high unemployment area.

Studies show that Career and Technical Education students achieve higher scores on AIMS tests and that they are likely to enter into and become successful at achieving post-secondary educational goals. Our business and industry would be well-served with the development of a Joint Technical Education District as we serve current industry needs and envision a brighter future for our area. Anything that can provide positive economic impact, more opportunities for our students, and a skilled workforce benefits the entire community.

I thank you for chairing the JTED Steering Committee and please rest assured that I will do everything within my power as the President of Arizona Western College to support a JTED in Yuma County.

Sincerely,

A handwritten signature in dark ink, appearing to read "Glenn", written over a light blue horizontal line.

Dr. Glenn E. Mayle,
President

Appendix D: Number of Registered Voters

Voter Registrant Statistics Count Report

Party Count Report for Yuma County

A Breakdown By Party Within Yuma County

Includes Registrants With Status Of: ACTIVE

Political Subdivision	Party						Grand Total
	DEMOCRATIC	REPUBLICAN	PARTY NOT DESIGNATED	INDEPENDENT	OTHER	GREEN	
Yuma County	27,288	23,802	25,915	4,398	770		82,173